

Butler University
Bachelor of Science
in Respiratory Therapy



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Student Handbook
2027-2028

Table of Contents

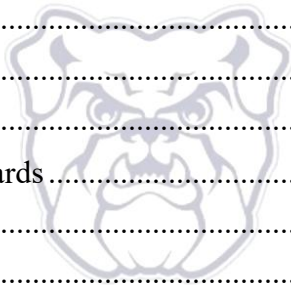
Message from The Director	7
Faculty Information	8
College of Health Professions Administration	8
Respiratory Therapy Program Administration.....	8
Faculty and Staff.....	8
Butler University Mission.....	9
Butler University Student Learning Outcomes (SLOs).....	9
College of Health Professions.....	9
Mission.....	9
Values & Goals.....	9
Values	9
Goals	10
Respiratory Therapy Program Goals and Outcomes	10
Goals	10
Program Student Learning Outcomes/Objectives (PSLO)	10
Alignment of the RT Program’s SLO’s with Butler’s SLO’s: See Appendix A	11
Program Accreditation	11
Tuition and Fees.....	11
Equivalent Experiences.....	11
Equal Application of Policy.....	11
Liability Insurance	12
Admission Requirements	12
First-Year Admission Requirements.....	12
Advanced Course Placement	12
Transfer Student Admissions.....	12
Admission to the Butler’s BSRT Program (Professional Phase).....	13
Technology Requirements and Information	14
Hardware.....	14
Software	14
Required Computer Skills.....	14
HELP Desk	14
Core Curriculum	15

Additional Graduation Requirements	15
Indianapolis Community Requirement	15
Butler Cultural Requirement.....	15
RT Curriculum	16
Respiratory Therapy (RT) Course Descriptions	17
Academic Advising.....	23
Chain of Command/Student Complaints & Concerns	23
Health Requirements/Clinical Documentation	23
Physical Examination.....	23
Immunizations/Clinical Requirements.....	24
Additional Immunizations and Screening Tests	25
Health History & TB Questionnaire	25
Antibody Titers & TB Skin Tests	25
Criminal Background Check.....	25
Drug Screen	25
Process	26
Drug Screen Results.....	26
BLS Training	26
Health Insurance	27
Full Time Status.....	27
Course Repeat Policy	27
University Grade Point Average Scale	27
Respiratory Therapy Program Grading Scale	27
Evaluation	28
Academic Progression	28
Violation of Progression Policies.....	28
Remediation	29
Conduct.....	29
Professional Behaviors Attributes.....	29
Withdrawal from a Course.....	30
Withdrawal from the University	31
Leave of Absence for Students in the Professional Programs	31
Readmission Policies	32



BUTLER
UNIVERSITY

Student Personnel Services	32
Counseling & Guidance	32
Health Services	33
Center for Academic Success and Exploration.....	33
Tutoring and Study Tables.....	33
Financial Aid.....	33
Housing.....	33
Honors Program	33
Job Placement	33
Respiratory Therapy Code of Ethics.....	33
Social Media Policy	35
Guidelines for All Social Media Usage	35
HIPAA	35
Non-discrimination & Harassment	36
Butler’s Non-Discrimination Policy	36
Essential Functions and Technical Standards.....	36
Attendance & Tardiness.....	38
Clinical/Lab.....	38
Classroom	39
Hybrid Course Participation	39
Cell Phone/Electronics.....	39
Clinical Assignments	40
Acknowledgement of Risk.....	40
Clinical Conduct & Evaluation.....	40
RT Occurrence Point System.....	41
Employment and Clinical Experience	42
Drugs & Alcohol.....	43
Dress Code in the Clinical, Lab, and Simulation Setting	43
Exams.....	44
Make-up Assessments in Exemplify®.....	45
Infection Control/Preventions.....	46
Standard/Universal Precautions	46
Needle Stick and Body Fluid	46
Procedures.....	46



BUTLER
UNIVERSITY

Licensure..... 49

Appendix A: Alignment of the RT Program’s Student Learning Outcomes Butler’s Student Learning Outcomes 50

Appendix B: Professional Behaviors Expectations and Documentation..... 51

Appendix C: Acknowledgement of Potential Risks 60



Forward

The Respiratory Therapy Handbook is an extension of the College of Health Professions (CHP) student handbook and is intended to provide students with information regarding programs of study, requirements, policies, and procedures that pertain to students while enrolled in the Bachelor of Science Respiratory Therapy program. Students are responsible for the information in this Handbook. **In cases of perceived conflict, the CHP Student Handbook shall take precedence.** The Respiratory Therapy Program Student Handbook does not constitute a contract with the program, either expressed or implied. The Respiratory Therapy program reserves the right at any time to change, delete, or add to any of the provisions at its sole discretion. Furthermore, the provisions of this document are designed to serve as firm guidelines rather than absolute rules, and exceptions may be made based on extenuating circumstances. Changes made to the Handbook will be communicated to the student promptly.



Message from The Director

Dear Students,

Welcome to the Respiratory Therapy Program! On behalf of the faculty and staff, I am delighted you are taking this important step toward a rewarding and impactful career in healthcare. You are joining a community of dedicated professionals committed to improving the lives of patients through excellence in respiratory care, clinical expertise, and compassionate service.

Our program is designed to challenge and inspire you as you build the knowledge, technical skills, and critical thinking abilities essential for success in this rapidly evolving field. Throughout your studies, you will engage in rigorous academic coursework, hands-on laboratory experiences, and diverse clinical rotations that will prepare you to become a confident, competent, and ethical respiratory therapist.

The journey ahead will be demanding, but it will also be deeply fulfilling. You will work closely with faculty, clinical preceptors, and peers who share your passion for patient care and professional growth. I encourage you to take full advantage of every learning opportunity, ask questions, seek feedback, and actively participate in your education. Remember, your dedication and curiosity are the keys to your success.

As you begin this new chapter, know that we are here to support you every step of the way. The Respiratory Therapy faculty and staff are committed to your development, not only as a clinician but also as a leader and lifelong learner within our profession.

Again, welcome!

Christy Kane, PhD, RRT, RRT-NPS, RRT-ACCS, AE-C, FAARC, FNAP
Program Director and Professor, Respiratory Therapy Program, 102C
School of Pharmacy and Health Sciences
College of Health Professions
Butler University
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Faculty Information

College of Health Professions Administration

Dean: Robert Soltis, PhD

Executive Associate Dean: Jennifer Snyder, PhD, PA-C, DFAAPA

Associate Dean of External Affiliations: Julie Koehler, PharmD, FCCP

Associate Dean of Faculty and Staff: Chris Roman, DMS, PA-C

Assistant Dean of Student Affairs: Gayle Hartleroad, EdD, MA

School of Pharmacy and Health Sciences

Associate Dean: Kimberly Beck, PhD, RPh

Respiratory Therapy Program Administration

Program Director: Christy Kane, PhD, RRT, RRT-NPS, RRT-ACCS, AE-C, FAARC, FNAP

Director of Clinical Education: Ryan Rives, MHA, RRT

Medical Director: James Pike, DO, FCCP, FACP, CMD

Faculty and Staff



Butler University Mission

Butler University, founded on ideals of equity and academic excellence, creates, and fosters a collaborative, stimulating intellectual learning environment. We are inspired to boldly innovate and broadly educate, enriching communities and preparing all learners to lead meaningful lives.

Butler University Student Learning Outcomes (SLOs)

By graduation, Butler's dynamic academic and co-curricular offerings will prepare our students to demonstrate the following:

Liberal arts knowledge and transferable skills developed through multifaceted learning experiences. (U1)

Disciplinary and professional knowledge and skills in at least one academic field of study. (U2)

Competencies that facilitate their personal development and wellness cultivated through experiences inside and outside the classroom. (U3)

A capacity to help shape our local and global communities through civic understanding and an appreciation of diverse perspectives. (U4)

College of Health Professions

Mission

Our mission is to provide innovative and interprofessional educational experiences in the health sciences. Connecting with a liberal arts perspective, we develop life-long learners who serve society as dedicated health professionals, scholars, and community leaders.

Values & Goals

Values

- Professionally focused— Inspired with excellence in teaching and model life-long learning. We have a passion for our life work and have dedicated our careers to training the next generation of health care providers and educators. We look for new ways to improve learning and we adapt to the need for new knowledge, skills, and attitudes. We share our practical experiences with our students so that what they learn is directly connected to actual patient care or to our scholarship. We utilize real-life experiences whenever possible so that students develop an appreciation for the patient and the societal variables that add complexity to care of an individual or of a population. As faculty, we have developed a collaborative learning environment and are respectful and supportive of one another.
- Student focused— Dedicated to our students. We are dedicated to our students and are committed to their development, both inside and outside the classroom, with teaching, advising, project oversight, and experiential learning.
- Patient focused— Dedicated to our patients and our professions. We are experienced health care practitioners and investigators who exude a high regard for patient care that extends to our students. We teach others so our professions can excel and provide better patient care and research each day.

Goals

- **Educate and Practice:** Advance the practice of our healthcare professions and the importance of an interdisciplinary approach by providing effective and innovative programs for undergraduate, graduate, and professional level learners.
- **Research and Scholarly Activity:** Conduct focused research and scholarly activity consistent with our expertise and tied to student experiences.
- **Public Health, Service, and Leadership:** Foster leadership and service for students, faculty, and staff through public health-related community outreach, University and College service, and involvement in professional organizations.
- **Employer of Choice:** Create a desirable employment environment that provides leadership, personal growth, and resources, contributing to the ongoing vitality of our programs.
- **Collaboration:** Develop collaborations to increase the reach and effectiveness of our programs and public health initiatives.

Respiratory Therapy Program Goals and Outcomes

Goals

The entry-level Respiratory Therapy (RT) curriculum develops providers that have received an education grounded in the liberal arts and who will exemplify the ethical and professional standards expected of all health care professionals. Like Butler's mission, RT program faculty "are inspired to boldly innovate and broadly educate, enriching communities and preparing all learners to lead meaningful lives." The program promotes achievement of the defined competencies of the profession and provides a foundation of sufficient scope and depth to prepare students to achieve success as respiratory therapists. The Bachelor of Science Respiratory Therapy program's goals are:

- A. To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists.
- B. To prepare leaders for the field of respiratory care by including curricular content with objectives related to the acquisition of skills in one or more of the following: management, education, research and advanced clinical practice (which may include an area of clinical specialization).

Program Student Learning Outcomes/Objectives (PSLO)

Students successfully completing the program will be able to:

PSLO1: Plan respiratory care services based on acquiring and evaluating clinical data to assess cardiopulmonary status of patients.

PSLO2: Implement respiratory care services, including diagnostic studies and therapeutic procedures, troubleshooting equipment, and demonstrating appropriate application, using respiratory care principles in a variety of practice settings and with a variety of patient populations.

PSLO3: Conduct case management of patients from wellness to cardiopulmonary and related diseases, including setting therapeutic goals for patients, development and modification of respiratory care plans, and providing patient, family, and community education.

PSLO4: Demonstrate evidence-based practices using established clinical guidelines and evaluation of published research for relevance to patient care.

PSLO5: Evaluate outcomes of respiratory care services, including management of health care expenditures, infection, quality control, disparities, and health care delivery systems, and advocacy.

PSLO6: Work collaboratively in inter-professional patient-centered teams, demonstrating ethical and professional standards expected of health-care professionals, including conflict management, advocacy, and effective communication.

Alignment of the RT Program's Student Learning Outcomes with Butler's Student Learning Outcomes:
See Appendix A

Program Accreditation

The Higher Learning Commission approved the addition of the Respiratory Therapy program at Butler University at the bachelor's level on March 24, 2025.

Butler University is currently in the process of seeking CoARC accreditation for a respiratory care program. However, Butler University can provide no assurance that accreditation will be granted by the CoARC. CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an outcomes-based process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented.

CoARC Programmatic Outcomes Data can be found at <https://coarc.com/students/programmatic-outcomes-data/>.

Tuition and Fees

Students are financially responsible for all tuition and fees associated with the program as outlined on the Respiratory Therapy program website or within course syllabi.

In addition to Butler University's tuition and fees, students enrolled in the RT Program will be charged an additional \$3,300.00 (approximate) in fees.

In addition, RT students will need to obtain a criminal background check (approximately \$50.00 three-time fee – once for each academic year), purchase a clinical uniform and equipment (prices vary but will be approximately \$200.00). Students will need to complete a drug screening test annually or as outlined in the college handbook policy (Complete information regarding the cost of attendance as well as tuition refund policies can be found at <https://www.butler.edu/admission-aid/financial-aid-scholarships/consumer-information/>.)

Equivalent Experiences

All students will receive equivalent course content and learning experiences in didactic and laboratory courses, even when multiple sections are offered of the same course. Didactic and laboratory courses will be taught at Butler University's main campus. In addition, the Director of Clinical Education (DCE) will ensure all students have comparable clinical experiences. All students enrolled in the RT program have access to Butler's Library e-resources as well as the Student Success Center.

Equal Application of Policy

Programmatic and institutional policies apply to all students and faculty regardless of instructional location (including but not limited to the classroom, laboratory, or clinical affiliates).

Liability Insurance

Butler University provides professional liability insurance for all respiratory therapy students for didactic and experiential coursework. This insurance applies only while students are in the United States and are acting within their duties as respiratory therapy students under the supervision of the faculty of the program and other program-approved preceptors. This insurance does not replace personal health insurance required to be obtained by the student.

Admission Requirements

First-Year Admission Requirements

Butler University general admission requirements can be found at: <https://www.butler.edu/admission-aid/first-year/>

First-year students will enter Butler University as a BSHS major with a Pre-RT concentration.

Advanced Course Placement

Students who successfully complete Advanced Placement (AP), International Baccalaureate (IB), or dual-credit courses in high school are eligible for advanced course placement at Butler. Advanced Course Placement is for non-respiratory therapy professional courses. Learn more:

<https://www.butler.edu/registrar/credits-ap/>

Butler University does not allow advanced placement within the professional phase of the RT program. Course by course evaluations may be requested; however, it is unlikely that credit will be awarded due to differences in course content across RT courses/programs.

Butler University's program curriculum may allow only the following coursework for AP/IB credit or college credit transfer:

- Chemistry with lab or equivalent (4 credit hours)
- Anatomy and Physiology with lab 1 or equivalent (3 credit hours)
- Anatomy and Physiology with lab 2 or equivalent (3 credit hours)
- Statistically Speaking or equivalent (3 credit hours)
- Microbiology with lab or equivalent (4 credit hours)
- Psychological Inquiry or equivalent (3 credit hours)
- Medical Terminology or equivalent
- Physics with lab or equivalent (4 credit hours)

Using transfer credit to fulfill the Butler Core may be possible, provided the course is consistent with the learning objectives of the specific Core area; see "Key Components" on the Core Curriculum website). For further information on using transfer credit to fulfill the Core Curriculum, visit [Transfer Credit](#).

Transfer Student Admissions

Transfer students must meet Butler University's overall transfer criteria, as well as any major-specific requirements. Seats are available for transfer students, early application is highly encouraged.

Students who have been enrolled in previous Respiratory Therapy programs may be required to submit additional information to be eligible for admission. Butler University's Respiratory Therapy Program

does not allow for “advanced placement” within the respiratory therapy program; however, students may request a course-by-course evaluation.

Butler University general transfer admission requirements can be found at:

<https://www.butler.edu/admission-aid/transfer/>

All students who wish to enter the professional phase will need the following pre-requisites:

- Chemistry with lab or equivalent (4 credit hours)
- Anatomy and Physiology with lab 1 or equivalent (3 credit hours)
- Anatomy and Physiology with lab 2 or equivalent (3 credit hours)
- Statistically Speaking or equivalent (3 credit hours)
- Microbiology with lab or equivalent (4 credit hours)
- Psychological Inquiry or equivalent (3 credit hours)
- Medical Terminology or equivalent

Students may apply to the professional program if they have a minimum of 2.6 GPA and are enrolled in or have successfully completed a minimum of three of the above prerequisite courses. Students must have completed all seven of the above courses before matriculation in the professional phase of the program. Transcripts must be submitted by January 15th of the year they are seeking to be admitted.

Students with outstanding requirements may be conditionally admitted and will receive formal admission upon successful completion of all prerequisite coursework.

Admission to the Butler’s Bachelor of Science in Respiratory Therapy Program (Professional Phase)

Admission to the professional phase of the Respiratory Therapy program is competitive, and each applicant will be carefully considered based on their academic performance and readiness for the program.

- Acceptance to Butler University
- Cumulative grade point average of at least 2.6
- Completion of required prerequisite courses with a C or better for all math and science courses:
 - Chemistry with lab or equivalent (4 credit hours)
 - Anatomy and Physiology with lab 1 or equivalent (3 credit hours)
 - Anatomy and Physiology with lab 2 or equivalent (3 credit hours)
 - Statistically Speaking or equivalent (3 credit hours)
 - Microbiology with lab or equivalent (4 credit hours)
 - Psychological Inquiry or equivalent (3 credit hours)
 - Medical Terminology or equivalent

Note: Students may apply to the professional program if they are enrolled in or have successfully completed a minimum of three of the above prerequisite courses. Students must have completed all seven of the above courses before matriculation in the professional phase of the program. Transcripts must be submitted by January 15th of the year they are seeking to be admitted.

- Language Proficiency:

Applicants must meet a minimum level of proficiency in the English language and submit proof of this proficiency to the Office of Admission. Minimum proficiency can be met by any of the following exams or testing systems. ([Butler English Proficiency.](#))

- A personal interview.

Note: All Butler University students who are/were BSHS students with a pre-RT emphasis will be guaranteed an interview for the professional phase of the RT Program.

- In 2018 the [Centers for Disease Control and Prevention \(CDC\) reported healthcare facilities](#) across the United States are increasingly requiring healthcare workers be vaccinated for vaccine-preventable diseases to reduce disease outbreaks. Therefore, those who choose not to be vaccinated for personal, religious, or medical reasons are not eligible for admission to the Respiratory Therapy Program.

Technology Requirements and Information

The following are minimum computer hardware/software requirements and basic computing skills that are necessary for all students.

Hardware

- 4 GB of RAM
- Windows 10 or higher operating system for a PC
- OSX 10.13 or higher for a MAC
- At least one USB port or adapter
- Wi-Fi capability
- High speed internet connection (preferred)
- 250 GB or larger of storage (either internal, external or cloud)

Chromebooks/iPads are not recommended as students may experience software incompatibility issues with testing software.

Software

- Microsoft Office (Word, Excel, PowerPoint)
- Google Chrome – for either PC or Mac
- Adobe Acrobat Reader

Butler students may be eligible for discounted software. For more information, visit <https://butler.onthehub.com/WebStore/Security/SignIn.aspx> to register.

Required Computer Skills

Students should be knowledgeable about the basic functions of their computer including the use of its software and capability within programs.

HELP Desk

The HELP Desk provides a single point of contact for the technology needs of Butler students, faculty, and staff. The Help Desk provides phone, email, and walk-in support for various technology services.

Contact the HELP Desk

Submit and view service requests online: <https://butleru.force.com/askbutler/s/>.

Phone: 317-940-HELP (4357)

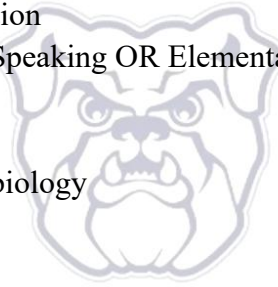
Email: helpdesk@butler.edu

Walk-in: Irwin Library

Core Curriculum

The Core Curriculum is required for all baccalaureate and associate degrees. All Butler undergraduates, no matter their major field of study, complete the Core Curriculum. Core Curriculum courses are not open to graduate students. To avoid scheduling conflicts, students must consult their academic advisor before registration each semester to help plan their experiences in the Core Curriculum and non-RT courses. For more information, visit www.butler.edu/academics/core/. Core classes include:

- First Year Seminar: English composition
- Global and Historical Studies
- Social World: Psychological Inquiry
- Texts and Ideas: English composition
- Analytic Reasoning: Statistically Speaking OR Elementary Statistics
- Perspectives in the Creative Arts
- Well Being—Personal wellness
- Natural World: Chemistry, Microbiology



Additional Graduation Requirements

Indianapolis Community Requirement

Indianapolis Community Requirement (ICR) is a civic-learning component of the Core Curriculum that enhances academic learning while helping students become active citizens of their communities and of the world. Students must take one course in any part of the University that involves active engagement with the Indianapolis community. RT360 Respiratory Care Home Health includes the ICR component if needed.

Butler Cultural Requirement

Butler University has a rich set of cultural activities in the form of artistic performances, seminars, and public lectures that collectively comprise one of our most remarkable educational resources. The aim of the Butler Cultural Requirement (BCR) is to engage students in these most valuable and exciting learning opportunities, and to encourage students to develop habits of participation in artistic and cultural events that will lead to lifelong engagement with the creative arts and public intellectual life. Students must attend eight cultural events on the Butler campus, such as lectures, performances, recitals, or exhibitions. Events eligible for BCR credit carry the BCR symbol. Ideally, attendance will be spread over students' time at Butler, but this is not required.

For complete information, please see the Butler University Bulletin

<https://bulletin.butler.edu/content.php?catoid=1&navoid=12>

RT Curriculum

Butler University’s Respiratory Therapy curriculum contains content in oral and written communication skills, social/behavioral sciences, and biomedical/natural sciences as well as respiratory care.

BSSH with PRE-RESPIRATORY THERAPY Concentration

Pre-RT YEAR 1 - Fall			YEAR 1 – Spring		
		Cr Hrs			Cr Hrs
RT 107	Chemistry w/lab	4	RT 106	Microbiology w/ lab	4
RT 203	Anatomy & Physiology I w/lab	3	RT 204	Anatomy & Physiology II w/ lab	3
RT 215	Medical Terminology for RT	2	FYS 102	First Year Seminar (FYS)	3
FYS 101	First Year Seminar (FYS)	3	SW 250-PS	Psychological Inquiry	3
MA 162^ or AR 210	Statistically Speaking or Elementary Statistics	3	PCA ###	Perspectives in Creative Arts	3
WB ###	Well Being	1			
TOTAL			16		

Application to Professional Phase During Year 1

PROFESSIONAL RT Program

RT1– Fall			RT1 – Spring		
		Cr Hrs			Cr Hrs
RT 220	Intro to Respiratory Care	3	RT 210	Cardiopulmonary Pathophysiology & Pharmacology	3
RT 235	Cardiopulmonary & Renal A&P	3	RT 225	Fund. of Respiratory Care w/ lab	4
PH 107	Elementary Physics w/ lab	4	RT 230	Assessment of Respiratory Patient w/ lab	4
GHS 201	Global & Historical Studies	3	RT 321	Diversity & Inclusion in Healthcare	3
TI ###	Text & Ideas	3	GHS 202	Global & Historical Studies	3
TOTAL			16		
			TOTAL		

RT2 - Fall			RT2 – Spring		
		Cr Hrs			Cr Hrs
RT 300	Mechanical Ventilation w/ lab	4	RT 310	Ventilator & Adult Critical Care	3
RT 303	Adv. Cardiopulmonary Diseases	3	RT 330	Cardiopulmonary Tech & Specialties	3
RT 315	Cardiopulmonary Patient w/ lab	3	RT 340	Pediatric & Neonatal Adv Critical Care	3
RT 334	Practicum for Respiratory Patient	2	RT 360	Respiratory Care Home Health & Patient Education (ICR)	3
RT 344	Adv. Emergency Management	3	RT 375	Adv Practicum for Respiratory Patient	4
RT 345	Cardiopulmonary Diagnostics	3			
TOTAL			18		
			TOTAL		

Summer I or II: RT 400 Practicum for Specials – 2 cr hrs

RT3 - Fall			RT3– Spring		
		Cr Hrs			Cr Hrs
RT 455	Practicum for Cardiopulmonary Patient	4	RT 424	Prof Leadership & Interprofessional Health Education	3
RT 460	Respiratory Care Research & Evidence-Based Practice	3	RT 478	Practicum for Critical Care Patient	4
RT 430	Healthcare Systems & Policy	2	RT 480	Comp Review of Respiratory Care Capstone (Hybrid) – Prep for CRT & RRT	3
MG 380	Health Care Administration	3	RT 490	Clinical Practicum	2
			RT 491	Capstone Project (Hybrid)	1
TOTAL			12		
			TOTAL		

Minimum number of credit hours required for graduation = 126

One (1) clinical credit is equivalent to approximately four (4) hours of clinical per week or 56 total clinical hours a semester. One (1) lab credit hour is equivalent to two (2) lab hours per week or 28 total lab hours a semester.

Respiratory Therapy (RT) Course Descriptions

*For all Core or non-RT courses, please refer to the Butler University Bulletin for a detailed description at <https://bulletin.butler.edu/>.

Respiratory Therapy Professional Program Courses

RT210 Cardiopulmonary Pathophysiology and Pharmacology 3 credit hours

The purpose of this course is to cover the physiologic and pharmacologic basis of pulmonary and cardiac medications. The dynamics of human physiological functions are studied in relationship to functional disease patterns. Emphasis will be placed on the classification, indications, contraindications, mechanism of action, and routes of administration for the drugs important to respiratory care will be presented including, respiratory, cardiovascular agents, diuretics, neuromuscular blocking agents, central nervous system depressants, emergency, anti-infective, and sedation agents. Calculation of dosages and mixtures, as well as general principles of pharmacology and medication reconciliation are included.

Additionally, the recognition of clinical signs and symptoms with the use of the pharmacologic agent, including any changes in normal laboratory values, pulmonary function tests, chest x-rays, and EKGs will be emphasized. (3 lecture hours, no lab)

RT220 Introduction to Respiratory Care 3 credit hours

This course is designed to introduce the student to the responsibilities of the respiratory care practitioner as a member of the health care team. Areas of emphasis include history of the profession, credentialing mechanism, licensure, legal implications, communication skills, process improvement, specific medical terminology, and patient assessment. The course will provide students with an ethical framework for decision-making as a respiratory therapist.

Topics will include an overview of common modalities and specialized areas of Respiratory Care including an introduction to Therapist driven protocols and clinical practice guidelines, a discussion of job opportunities and areas for advancement within the profession, an overview of legal and ethical issues impacting health care, and particularly respiratory care, in today's health care environment. Universal precautions and OSHA blood and body fluids precautions will be presented. Specific terminology and abbreviations needed by the respiratory profession will be developed. (3-hour lecture; no lab hours)

RT225 Fundamentals of Respiratory Care with lab 4 credit hours

This course introduces the principles and practices of Non-Critical Respiratory Care. The course will emphasize Therapist Driven Protocols and Clinical Practice Guidelines. This is a fundamental course that presents the scientific basis for respiratory care procedures and application of basic chemistry and physics as related to compressed gases and respiratory care equipment operation. This course applies the basic principles of breathing, laws of motion, characteristics of fluids, types of forces and effects of temperature on fluids.

This course is designed to cover therapeutic procedures used in respiratory therapy. The indications, side effects, hazards and basis of application will be stressed. Basic Respiratory Care skills in modalities such as medical gas therapy, oxygen, oxygen delivery, humidity, bland aerosol, medicated aerosols, , chest physiotherapy, postural drainage and percussion/vibration, airway clearance therapies, manometers and gauges, vacuum systems, arterial blood gases and bedside pulmonary function studies will be developed.

Emphasis will be placed on setting up, using, quality control, and troubleshooting equipment, and on the physical and physiologic principles of gas exchange, ventilation, acid base balance and gas laws. The application of basic physical principles involving the properties of matter, thermodynamics, and mechanics as it relates to respiratory practices and equipment will be explored in class and lab. This course emphasizes procedures, techniques, and equipment utilized in airway management and supportive therapy. (3 hours lecture; 2 hours lab)

RT230 Assessment of a Respiratory Patient with lab 4 credit hours

This course introduces the concepts and techniques of patient assessment through inspection, palpation, percussion, and auscultation. The student will demonstrate proficiency in patient interview, physical examination, and taking a complete patient medical history, including basic cardiorespiratory assessment, nutritional assessment, vital signs, laboratory studies, and charting. Includes required preclinical skills and practice. Basic life support will be covered to include cardiopulmonary resuscitation, artificial ventilation and circulation, endotracheal intubation, lines, drains, airway care, recognition, and treatment of arrhythmias. Diagnostic procedures to diagnose infectious disease and principles of barrier protection for blood and body fluid exposures, and isolation precautions will be emphasized. Related equipment will also be reviewed to include manual resuscitators, artificial airways, defibrillators, and cardiac monitors.

Assembly and troubleshooting respiratory equipment will be required. Hemodynamic monitoring will be emphasized. Basic chest x-ray interpretation, basic ECG monitoring, basic laboratory values such as CBC, electrolytes, TB testing, and application of basic microbiology principles in clinical practice are emphasized. (3 lecture hours; 2 lab hours)

RT235 Cardiopulmonary and Renal Anatomy & Physiology 3 credit hours

A comprehensive study of normal anatomy and physiology across the lifespan of the cardiac, pulmonary, and renal systems. This course reviews the basic principles of physics as it relates to the respiratory system, including the mechanisms of homeostatic control for acid/base balance, ventilation mechanics, gas transport, circulation, pulmonary functions, control of respiratory gas diffusion, transport and exchange, fluid and electrolyte balance, cardiac output with an emphasis on heart-lung-kidney relationship, and blood gas interpretation. Additionally, normal, and abnormal laboratory values, pulmonary function tests, x-rays, and EKGs will be presented. (3 lecture hours; no lab)

RT300 Mechanical Ventilation with lab 4 credit hours

This course is designed to provide students with a comprehensive understanding of mechanical ventilation. This course covers the principles, operation, and clinical application of mechanical ventilators, equipping students with the knowledge and skills needed to manage patients requiring ventilatory support. Through a combination of theoretical instruction and practical experience, students will learn to set up, adjust, and troubleshoot mechanical ventilators, as well as monitor and assess patients receiving mechanical ventilation. Lab hours will provide students with hands-on practice in these areas. (3 lecture hours; 2 hours lab)

RT303 Advanced Cardiopulmonary Diseases 3 credit hours

This course provides a comprehensive approach to etiology, pathophysiology, clinical manifestations, diagnosis, treatment, and common pulmonary diseases and syndromes. Main topics include obstructive and restrictive pulmonary and cardiovascular disorders, neoplastic disease of the lung, disordered breathing, cardiac and cardiovascular disorders, neuromuscular disorders, shock, near drowning, burns, and smoke inhalation. Upon completion, students should distinguish between normal and abnormal disease states. The student will develop proficiency in identifying and clinical presentations, diagnosis, and management of conditions. (3 lecture hours; no lab)

RT310 Ventilator and Adult Critical Care Concepts with lab 3 credit hours

This course introduces the critical care modalities of airway management and positive pressure ventilation including tracheal suctioning, endotracheal intubation, and tracheostomy care. This includes the use of advanced modes of mechanical ventilation, ECMO, advanced diagnostic procedures, inhaled vasodilators, and prone positioning.

This course provides a study of specific adult mechanical ventilators addressing traditional and proposed ventilator classification, various methods of operation, parameter interrelationships and ventilator patient monitoring. Lectures and class activities will focus on ventilator analysis of several contemporary volume-, time-, pressure- and flow cycled ventilators with advanced graphics interpretation required. Other critical care skills such as arterial lines, hemodynamic monitoring, advanced patient monitoring, bronchoscopy, and tracheostomy are presented. Variations in ventilation, oxygenation, and current weaning techniques are discussed for various disease entities. Math skills are required for this course. Basic chest x-ray interpretation, basic ECG monitoring, basic laboratory values such as CBC, electrolytes, and basic microbiology will be reinforced. (2 lecture hours; 2 lab hours)

RT315 Cardiopulmonary Patient with lab 3 credit hours

This course expands the concepts and techniques of patient assessment. The student will demonstrate mastery in patient physical examination and taking a complete patient medical history. Basic chest x-ray interpretation, basic ECG monitoring, basic laboratory values such as CBC, electrolytes, and basic microbiology will be reinforced. Assessment of critically ill patients is introduced. This course will include the recognition and treatment of arrhythmias and cardiovascular pharmacology. (2 lecture hours; 2 lab hours)

RT321 Diversity and Inclusivity in Healthcare (Hybrid) 3 credit hours

This course explores the intersection of health care and marginalized cultures, races, ethnicities, and gender identities. Students will explore how power dynamics, attitudes, biases, and cultural

misunderstanding have produced health disparities while also engaging in activities to understand and mitigate ongoing injustices. (U)(3). Requirement Designation: *Social Justice and Diversity Requirement will be sought in this course*. Credit will not be awarded for both RX321-SJD and RT321 Diversity and Inclusivity in Healthcare.

RT330 Cardiopulmonary Technology and Specialties 3 credit hours

The course provides an overview of the various areas comprising cardiopulmonary diagnostics and related technology. The course will present topics on sleep stages, sleep architecture, sleep disorders, sleep studies, and management. Basic and advanced treatment options of selected sleep disorders will be discussed. Topics include sleep laboratory, disaster management, extracorporeal membrane oxygenation, mechanical circulatory assistance, hyperbaric medicine, bronchoscopy, flight and ground transport, and perfusion technology. This course covers genetics and genetic technology in regard to the pulmonary system. (3 hours lecture, no lab)

RT334 Practicum for a Respiratory Patient (Pass/Fail) 2 credit hours

An introduction to respiratory care of the non-critically ill patient in the clinical environment. An emphasis will be placed on departmental protocols, clinical practice guidelines, patient identification, and communication skills. Equipment theory and application will be reinforced. Students will achieve competencies related to respiratory procedures in general medical/surgical floors and adult intensive care units. Introduces students to clinical respiratory care procedures. Topics include introduction to the clinical environment, patient assessment, sleep study, medical gas therapy, aerosol therapy, incentive spirometry, positive pressure breathing, chest physiotherapy and airway care.

RT340 Pediatric and Neonatal Advanced Critical Care 3 credit hours

This course provides an overview of important concepts required for the understanding of the neonatal and pediatric patient, including fetal growth and infant development. It presents the physiological and clinical concepts of mechanical ventilation and critical care monitoring of pediatric and neonatal patients. The course focuses on respiratory care modalities and concepts specifically related to the pediatric and neonatal patient. This course ensures the student understands the theoretical aspects of neonatal resuscitation and has the practical skills and ability to apply those skills. Some topics include ventilator design and function, gestational development, assessment and monitoring of pediatric/neonatal patients, techniques for improving ventilation oxygenation, weaning strategies, and labor and delivery. Critical thinking skills will be emphasized to support the application of neonatal / pediatric healthcare provider, and therapist driven protocols. Students will become proficient in the knowledge and skills to resuscitate newborns. (2 Lecture hours; 2 Lab hours)

RT344 Advanced Emergency Management 3 credit hour

Application of various techniques in advanced cardiopulmonary support during life threatening events, including manual resuscitation, airway management, arterial sampling and analysis, quality control procedures, and non-invasive gas monitoring. Students will also effectively recognize and intervene in pediatric patients with respiratory emergencies, shock, and cardiopulmonary arrest. The course includes a series of case scenario practices with simulations that reinforce important concepts. (2 lecture hours; 2 lab hours)

RT345 Cardiopulmonary Diagnostics 3 credit hours

This course provides an in-depth exploration of the diagnostic techniques and principles related to cardiopulmonary hemodynamics. Emphasizing the interrelationship between cardiovascular and respiratory systems, students will learn to evaluate hemodynamic parameters that influence patient outcomes in various clinical settings. This course includes instruction in pulmonary function testing. It is designed to provide theoretical knowledge and practical skills essential for conducting and interpreting a variety of pulmonary function tests (PFTs) including spirometry, lung volumes and DLCO. Students will gain a comprehensive understanding of respiratory system physiology, test methodologies, and the clinical significance of PFTs in diagnosing and managing respiratory disorders. Chest x-ray interpretation, basic ECG monitoring, basic laboratory values such as CBC, and electrolytes principles in clinical practice are emphasized. (3 lecture hours; no lab)

RT360 Respiratory Care Home Health & Patient Education 3 credit hours

This course surveys the important principles and practices of respiratory care in specialty areas including an overview of respiratory care roles and emphasis of equipment used in home care, alternative care sites, sleep, and pulmonary rehabilitation programs. Emphasis will be placed on the importance of assessing patients' learning needs and effectively educating a patient and/or family member concerning smoking cessation and health management. Patient/Family education, home care, and non-acute settings are emphasized. (Hybrid, 3 lecture hours; no lab hours)

Course option: If not previously earned in other courses, students may satisfy the Indianapolis Community Requirement with this course through completion of at least 20 hours of community engagement in a course-designed project that connects experience in the Indianapolis community with academic learning goals within the classroom, as needed.

RT375 Advanced Practicum for the Respiratory Patient (Pass/Fail) 4 credit hours

Continued emphasis will be placed on the respiratory care of the non-critically ill Patient with transition into the critically ill patient in the clinical environment. Emphasis on departmental protocols, clinical practice guidelines, patient identification, and communication skills will be reinforced. This course also provides an opportunity to acquire clinical experience in the intensive care of neonatal and pediatric patients. The student must demonstrate continued mastery of the following modalities: oxygen therapy, humidity therapy, bland continuous aerosol therapy, medicated nebulizer therapy, chest physiotherapy and postural drainage, arterial blood gas draws and analysis, equipment cleaning and environmental therapy. Principles and practices of patient safety and process improvement will be identified. In addition, the student will be required to demonstrate basic airway management and pulmonary function testing.

RT400 Practicum for Specials (Pass / Fail) 2 credit hours

Clinical rotation focused on application of information needed for respiratory care roles and equipment used in home care, alternative care sites, sleep, and pulmonary rehabilitation programs. Emphasis on departmental protocols, clinical practice guidelines, patient identification, and communication skills will be reinforced.

RT424 Professional Leadership Development and Interprofessional Health Education 3 credit hours Pass/Fail

This course is designed to introduce students to important leadership skills such as networking, peer-assessment, negotiation, and conflict management. Students will develop an awareness of

opportunities to become involved in professional organizations and advocacy. The course provides the student with an opportunity to interact, communicate, and effectively understand other health professional learners and better understand interpersonal and interprofessional skills and the impact on healthcare. This course emphasizes the roles and responsibilities of other health professionals and will prepare respiratory therapy students with collaborative learning experiences with students from other professions. The course format includes interactive lectures, practical exercises, and a group leadership project.

RT430 Healthcare Systems & Policy 2 credit hours

This course provides an in-depth exploration of healthcare systems and policies, emphasizing their impact on healthcare delivery. Students will examine various models of healthcare systems, including the roles of government, private sectors, and non-profit organizations in shaping health policy. (Campus based or Hybrid)

RT455 Practicum for the Cardiopulmonary Patient (Pass/Fail) 4 credit hours

This course provides students the opportunity to further develop both basic and advanced skills required in the intensive and critical care of the respiratory patient. Emphasis will be placed on refining skills and care for the non-critical patient with a gradual development of skills and competencies to care for ventilator dependent patients. Students will apply skills they will be learning in Concepts in Adult Critical Care. Students will be required to present clinical case studies on major cardiopulmonary pathologies in conjunction with studies in Cardiopulmonary Pathophysiology. Principles and practices of patient safety and process improvement will be identified.

RT460 Respiratory Care Research & Evidence Based Practice 3 credit hours

This course is designed to provide the participant with a basic introduction to healthcare research with emphasis on evidence-based practices. Students will learn how to identify a research question and conduct a proper literature search. This course will teach students the strengths and weaknesses of different search sources, how to review and critique a scientific article, and present the results of their literature review. Students will learn how to properly cite and develop a bibliography that is consistent with scientific writing, as well as develop an introduction section of a research paper. (3 lecture hours; no lab)

RT478 Practicum for the Critical Care Patient (Pass/Fail) 4 credit hours

This course provides students the opportunity to master basics and to further develop advanced skills required in the intensive and critical care of the respiratory patient. Emphasis will be placed on refining skills and care for ventilator dependent patients. Students will apply skills they will be learned in Ventilator and Adult Critical Care Concepts course. Students will be required to present clinical case studies on major cardiopulmonary pathologies in conjunction with studies in Cardiopulmonary Pathophysiology. Principles and practices of patient safety and process improvement will be identified.

RT480 Comprehensive Review of Respiratory Care 3 credit hours

This course is designed to prepare respiratory therapy students for the NBRC examination by reviewing key competencies and enhancing NBRC test taking skills. This course will also prepare students to obtain licensure and review skills necessary for job placement.

RT490 Clinical Practicum (Pass/Fail) 2 credit hours

This course allows students the opportunity for in-depth reinforcement of clinical respiratory care. Specialty areas may include adult/neonatal/pediatric/ pulmonary function laboratory, advanced diagnostics, pulmonary rehabilitation, home care, or management.

RT491 Capstone Project (pass/fail) 1 credit hours

This course is a culminating academic experience for students of the respiratory care program. This course is designated to integrate and apply the knowledge and skills acquired throughout the program in a comprehensive project that addresses real-world respiratory care challenges. Students will identify a pertinent issue in the field of respiratory therapy and develop a practical solution or intervention. Each student will develop and present a final project, which includes a research paper, poster, and community presentation. (Hybrid Course)

Academic Advising

As advisors, faculty members advise; they do not make decisions for students. Faculty members primarily are academic advisors, but they also are available to assist with any problem, which even remotely affects academic progress. They may not have all the answers, but they will help find the right people who do have the answers. The student is responsible for ensuring they have the correct requirements for graduation. Academic advisors do not counsel students on medical, personal, or mental health issues; rather, they will refer students to campus resources.

As advisors, faculty members are available anytime during the school year, not just during class registration periods. If a student's academic advisor is unavailable and has an emergent issue that needs more immediate attention, they should contact the Office of Student Success or the Assistant Dean of Student Affairs for help. In instances where advisors will be on prolonged leave (Family Medical Leave, sabbatical, etc.), students will temporarily be assigned another academic advisor.

Chain of Command/Student Complaints & Concerns

Refer to the [CHP Student Handbook](#) section titled "Student Complaints & Concerns."

Health Requirements/Clinical Documentation

Health requirements/documentation should be uploaded to the clinical compliance portal, Trajecsys, before beginning courses in the first term. Failure to maintain up to date and accurate clinical compliance documents to the proper portal may result in course failure, a delay in graduation, and/or removal from program.

Physical Examination

Students must have a physical exam by a licensed healthcare provider. The physical exam must be completed prior to enrollment of the professional phase of the respiratory therapy program. The required physical examination and many immunizations may be provided at Butler University Health Services prior to orientation. Appointments for physical examinations can be scheduled by going to <https://myhealth.butler.edu>. Students are financially responsible for any costs associated with the physical exam or their healthcare. If students have any questions or concerns, call Butler University Health Services at 317-940-9385.

Immunizations/Clinical Requirements

Students must have proof of immunizations before matriculation into Butler University and the Professional Program. The Respiratory Therapy program requires immunizations based on current Centers for Disease Control recommendations for health professionals, in compliance with Butler University, and in coordination with clinical partners. Students are financially responsible for the costs associated with immunizations.

Below are the required immunizations to be completed prior to matriculation to the University and clinical rotations:

- COVID-19
 - If applicable, must provide date and proof of completed vaccination series.
 - If applicable, must provide date(s) of additional booster immunizations received.
 - If exempt from this vaccine, an appropriate exemption form must be submitted.
 - The COVID vaccine is required by some clinical partners, failure to obtain this vaccine could limit the availability of clinical sites, and therefore cause a delay in course progression.
- Tdap must be up to date.
- Hepatitis B (2 or 3 shots, depending on product given)
 - Must provide dates of two valid immunizations with HepLisay-B; or must provide dates of three valid immunizations with RecombivaxHB or Engerix-B
 - Must have started series prior to arrival on campus.
 - Must provide a quantitative (numeric) blood test as proof of serum immune titers.
 - If exempt from this vaccine, an appropriate exemption form must be submitted.
 - The Hepatitis B series is often required by some clinical partners, failure to obtain this vaccine could limit the availability of clinical sites, and therefore cause a delay in course progression.
- Varicella (Chicken Pox) (2)
 - Must provide dates of two valid immunizations.
 - Must provide a quantitative (numeric) blood test as proof of serum immune titers.
- MMR (Measles, Mumps, and Rubella) (2)
 - Must provide dates of two valid immunizations.
 - Must provide proof of serum titers immune results.
- Meningococcal B vaccine for students under 26 years of age (2)
- Meningococcal conjugate vaccine Serogroups ACWY (2)

Recommended

- Hepatitis A
- HPV series for men and women (2-3)
- Influenza; If exempt from this vaccine, an appropriate exemption form must be submitted. The Influenza is often required by some clinical partners, failure to obtain this vaccine could limit the availability of clinical sites, and therefore cause a delay in course progression.

Additional Immunizations and Screening Tests

Students will need to have an IGRA/QuantiFERON Gold Plus blood testing for tuberculosis during orientation, followed by an annual screening and uploaded to clinical compliance repository, Exxat, for approval.

Health History & TB Questionnaire

All students must access the myhealth.butler.edu portal using the Butler ID and password you received via email. Access to the Health History and Tuberculosis Screening Questionnaires is located there. Students with questions or concerns should contact 317-940-9385 or healthservices@butler.edu.

Antibody Titers & TB Skin Tests

Blood draws for Varicella, Rubella, Rubeola, Mumps and Hepatitis B as well as IGRA/QuantiFERON Gold Plus blood testing will be done in conjunction with Student Health Services during orientation. If you have had a positive TB skin test in the past, you will need to submit a copy of the TB test result, physician clearance documented on letterhead from the past 12 months, and a copy of the chest x-ray report if completed as a part of a TB work up/evaluation/treatment during orientation.

Criminal Background Check

On January 1, 2004, the Joint Commission on Accreditation of Healthcare organizations (JCAHO) instituted new regulations that must be followed for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. One of these regulations requires that all persons who are involved with inpatient care activities, i.e., employees, volunteers, and students, must have criminal background checks as well as other healthcare-related checks (e.g., up-to-date vaccinations, TB tests).

Candidates admitted to the Respiratory Therapy program will undergo a criminal background check prior to admission and at least once during enrollment in the professional portion of the RT Program. Students are responsible for any costs associated with background checks. Continuation in the Program is contingent upon a background check that meets the standards required for program completion and credentialing. Final determinations are made by the Program Director, in consultation with the Executive Associate Dean of the College and requirements of our clinical affiliations.

Further, any infractions may prevent continuation in the didactic phase of the Program, delay or prevent clinical placement, and/or graduation. Should an incident occur any time during the program, the student must self-report the incident to the Executive Associate Dean of the College immediately.

More information will be provided at the time of matriculation and orientation to help students obtain criminal background checks.

Drug Screen

Healthcare providers are entrusted with the health, safety, and welfare of patients, have access to controlled substances, confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Therefore, there are times when an assessment of the student's possible impairment that could diminish the student's capacity to function in such a setting will be evaluated. This helps to promote the highest level of integrity in patient care.

Clinical facilities that serve as educational and training sites for students increasingly require drug screening for individuals who provide services within the facility and particularly for those individuals who provide patient care. Thus, the program is required to identify, via drug screening, students who may not be allowed to participate in clinical rotations due to their use of unprescribed or illegal substances.

Process

All students must undergo a urine drug screen prior to entering the professional phase of the Respiratory Therapy program. Students must also submit a urine drug screen before the start of year three (3), and before year four (4). There are also specific Respiratory Therapy clinical rotation sites that require students to submit drug screening results based on the contractual agreements with those sites. This may occur through the designated vendor, or it is possible that a contract with a specific site may have specific requirements dictating the process, handling, and reporting of “for cause” drug screening of an individual student while the student is participating in their facility.

Students will receive information about the requirement for drug screening, deadlines for compliance, results reporting, and associated fees. Students will be responsible for the cost of required drug screenings. Students who refuse to submit to any for cause or required drug screening will be referred to the Executive Associate Dean for consideration by the Student Professional Conduct Committee.

The student has the right to review the information reported by the designated vendor for accuracy and completeness and may institute a dispute process with the vendor if they have a question about the validity of the results. This will result in a retest by the vendor of the sample that was provided and would be an additional cost to the student. The student should be prepared to validate any positive results with the vendor within 24 hours of receiving the results of the testing. Failure to respond immediately to these requests could result in disciplinary action, delay in rotation start dates, and/or dismissal from the Program.

Drug Screen Results

Results of the student drug screens are reviewed by the Medical Review Officer (MRO). If a student has a positive drug screen due to unprescribed or illegal substance use (as defined by federal law), the MRO will notify the DCE who will then consult the Program Director and the Executive Associate Dean. Students are subject to sanctions as outlined in the Substance Abuse section of the Professional Conduct Code as written in the CHP Student Handbook. The student will also be unable to complete their clinicals as scheduled and their graduation may be impacted.

Prior to making a final determination that may adversely affect the student, the DCE will inform the student of their rights, how to contact the designated vendor to challenge the accuracy of the report, and the role of the designated vendor in any decisions made.

BLS Training

The Respiratory Therapy program requires that all students successfully complete the final steps of BLS for the American Heart Association Provider certification (any other forms of certification will not be accepted) AHA BLS certification will be a required component of RT230 *Assessment of a Respiratory Patient*. Recertification compliance must be maintained throughout the program and must be renewed

every two (2) years. The BLS certification and maintenance of recertification is the financial responsibility of the student.

*Clinical sites may require additional requirements. If so, this will be communicated to the student in a timely manner but must be completed prior to the clinical beginning and in accordance with the clinical site's guidelines.

Health Insurance

All students must carry personal health insurance. Students must demonstrate proof of insurance before matriculating at the university and annually. The information must include the name of the insurance company and the policy number. For more information regarding obtaining health insurance through the university, go to [Annual Health Insurance Requirement](#).

Full Time Status

All students in the Respiratory Therapy program must, at a minimum, be full time status unless their curriculum plan is altered by the Respiratory Therapy Program's Academic Progression Committee or permission by the Executive Associate Dean. Request to register for more than full time (or twenty credit hours per semester) is strongly discouraged. A discussion with the student's academic advisor must first occur and formal permission must be obtained by the Office of the Executive Associate Dean. Additional fees would be incurred and would be the responsibility of the student. Once matriculated into the professional phase, enrollment in non-Respiratory Therapy courses may not interfere with required RT courses or clinical obligations at any time.

Course Repeat Policy

A student may repeat a professional respiratory therapy course only once.

University Grade Point Average Scale

For information regarding University GPA scale visit <https://www.butler.edu/academic-services/learning/academic-success/grading-system/>

Respiratory Therapy Program Grading Scale

A	91-100
A-	90
B+	89
B	81-88
B-	80
C+	79
C	71-78
C-	70
D+	69
D	61-68
D-	60
F	0-59

No rounding will occur on individual course grades, final grades, or assignments in RT designated courses.

Evaluation

Specific course and clinical assessment requirements and rubrics will be posted on Canvas or within course syllabus for students to access.

The process for student outcome evaluations will be consistent with methods used across CHP and includes written exams, case studies, activities, and projects within individual courses. Assessments will be qualitative and quantitative and correspond to course objectives, student learning outcomes, and program goals. Clinical, simulation, and lab experiences will be graded on a pass/fail or satisfactory/unsatisfactory basis. To maintain forward academic progression, clinical, simulation, and lab experiences must be deemed “satisfactory.”

Academic Progression

All students' academic progression will be reviewed at the end of every academic term and session. To progress academically, the student must meet the following minimum requirements:

1. An overall course average of 71% (C) or higher is required in all Respiratory Therapy (RT) courses to continue in the program. Students who achieve less than a 71% overall course average will be reviewed by the Academic Progression Committee for determination of advancement (see College handbook).
2. All students must earn a cumulative average grade of “C” or better at the end of each term (grade point average of 2.0 and higher).
 - Failure in any component of a Respiratory Therapy course (lecture, lab, or clinical) requires the repeating of all components (lecture, lab, and clinical) of that course.
 - Students must meet university requirements for graduation.

Violation of Progression Policies

The Respiratory Therapy Academic Progression Committees (APC) may dismiss a student from the program for not meeting academic standards. Students who are dismissed can reapply to the same program after a specified period (see “Reapplication Process for Dismissed Students” in the CHP student handbook). Examples of such violations include:

- The student has failed to satisfy stipulations for more than one academic term while a student in the College.
- The student has failed the same required course twice in the College or University.
- The student fails or receives a grade of “unsatisfactory” in any two experiential learning courses while enrolled in any CHP program.
- Students with a cumulative GPA of less than 2.0 are placed on university probation. Two consecutive semesters of earned GPA less than 2.0 will lead to termination from the university and college.
- Academic failure is defined as earning less than a C in two or more required respiratory therapy professional courses.
- Any student who withdraws more than two times from any Respiratory Therapy (RT) designated course.

Remediation

Students are expected to ask for additional help when needed. Students should meet with the faculty member during office hours (times noted on course syllabi) or at other mutually acceptable times. In addition, students can seek help during open laboratory or through the Center for Academic Success and Exploration.

Ordinarily, students will not be allowed to retest, or reattempt completed assignments for non-clinical courses. Under extreme circumstances of poor academic performance, students, through pre-emptive discussion and faculty input, may be offered stop-out (withdrawal) strategies from course work with implementation of curricular remediation plans.

Conduct

Students must meet the conduct policies within the University and College Handbooks (in addition to this program handbook).

Faculty, staff, or students may refer a student to the Student Professional Conduct Committee (SPCC) via the Executive Associate Dean for allegedly violating any policies outlined in University or College student handbooks. The SPCC reviews the allegations of students whose personal integrity, clinical judgment, or conduct demonstrates unfitness to continue education in the profession of Respiratory Therapy. Examples of conduct issues include, but are not limited to, the following:

- Failure to comply with rules and/or policies as outlined in *the Butler University Student Handbook*, the *CHP student handbook*, and/or *the RT Student Handbook*.
- Falsification of application(s) or any other information, including practicum/clinical attendance documents.
- Any violations of academic integrity (cheating, plagiarism, sharing exams, obtaining unauthorized digital copies of exams, or photos of exam questions, test bank questions, etc.) in accordance with the University and College.
- Unsafe, illegal, incompetent, unprofessional or unethical clinical behavior.
- HIPAA violations, included but not limited to accessing personal health records, viewing health records outside of patient assignments, etc.
- Failure to meet attendance policy.

Students will receive written notification of the APC or SPCC's outcome / decision and any stipulations associated with the decision from the Office of the Executive Associate Dean.

Professional Behaviors Attributes

Ten Professional Abilities were identified through a study conducted at the University of Wisconsin at Madison in 1991-92 (May et al *Model for Ability Based on Assessment* in *Physical Therapy Education Journal of Physical Therapy Education* 9:1, Spring 1995; revised 2010). The Professional Behaviors for the Respiratory Therapy Student has been adapted from this document. Professional Behaviors are attributes, characteristics, or behaviors that are not explicitly part of the (respiratory therapy) profession's core knowledge and technical skills but are required for success in the profession. An assessment of these 10 Professional

Behaviors is required to be made every semester and are to be discussed with the student's assigned advisor (See Appendix B). The 10 professional behaviors evaluated **include critical thinking, communication, problem solving, interpersonal skills, responsibility, professionalism, use of constructive feedback, effective use of time and resources, stress management, and commitment to learning.**

Respiratory therapy students are expected to demonstrate each of the ten professional behaviors. For each semester while in the professional program, using the Professional Behaviors form, the faculty member will indicate if they agree or disagree with the student's self-evaluation. In addition, the faculty member will also rate the candidate's level of performance for each of the professional behaviors. Behaviors that meet acceptable criteria are rated:

A for Acceptable. A rating of A represents acceptable performance. Students are required to demonstrate acceptable behaviors in all areas.

Behaviors that are in conflict with the expectations are rated **G for Area for Growth.** If Areas for Growth are considered by the evaluator to be significant in number or severity, a **Professional Behavior Growth Plan** should be developed with the candidate and approved by the advisor/faculty member, within 2 weeks of the meeting.

Behavioral issues that are of strong concern and require remediation are rated **R for Remediation.** For any "R" ratings a **Professional Behavior Remediation Plan for Professional Behaviors** must be developed with the candidate and approved by the Program Director or his/her designate within two weeks of the meeting.

Students who do not meet criteria outlined in a Professional Behavior Remediation Plan will be referred to the Executive Associate Dean for concern of a violation of the professional conduct code. Professional Behavior Growth or Remediation Plans may be developed with the candidate and implemented at times other than the scheduled professional behaviors review.

[Withdrawal from a Course](#)

Respiratory Therapy students can have no more than one withdrawal from any Respiratory Therapy (RT) designated course.

Prior to withdrawing from a course, students must consult their academic advisor and discuss potential academic ramifications related to maintaining Respiratory Therapy program status, course sequencing, full time student status, and probationary status. The RT Program has a more restrictive policy regarding withdrawals than the College/University. Additionally, students should receive counseling from appropriate entities related to non-academic ramifications, including housing, financial aid, and NCAA eligibility and more. Students should consult the Registrar's website for the ability to withdraw, including deadlines and the University policies regarding course withdrawal and course repeat. The class will appear on the student's transcript with a grade of W. Students should be aware of dates related to tuition refund by consulting the refund policy on Butler's Student Accounts webpage. It is important to note that these dates are often different from the Registrar's withdrawal deadlines. Courses taken during the summer have much shorter drop and withdraw deadlines and tuition refund schedules based on the start date and the course's shorter length.

It is the student's responsibility to consult the Financial Aid Office (Robertson Hall—lower level) and the Office of Student Accounts (Jordan Hall 102) to determine how withdrawing from a course will impact financial aid, tuition, and eligibility for tuition refund.

To access University information regarding policies surrounding class drop, add, or withdrawal, please visit: <https://www.butler.edu/registrar/drop-add-withdraw/>

Withdrawal from the University

If it becomes necessary to withdraw completely from Butler University, a student should confer at once with the Executive Associate Dean. The Assistant Dean of Student Affairs may be consulted to help a student navigate through this process or determine the withdrawal that best fits their situation. To be considered, a request for a withdrawal must occur prior to the final exam week of the term/session. There are two types of withdrawals that could be issued at the time of the request or based on last date of attendance in specific situations. These are administrative or medical withdrawals.

- Administrative withdrawal - In instances where an administrative withdrawal is being sought, students must consult with the Office of the Executive Associate Dean to discuss specific extenuating circumstances. The Executive Associate Dean or Dean, regardless of whether the student is passing all courses or not, may consider an administrative withdrawal. The withdrawal, if granted, will be from all. Stipulations may be imposed for future re-enrollment.
- Medical withdrawal - A medical withdrawal can only be approved by the University's Office of the Dean of Students. A withdrawal will be from all courses. Stipulations may be imposed for future re-enrollment.

Any student may completely withdraw from any program in the College at any time, by following the standard withdrawal policies of the University and the College. The program will accept the decision to withdraw if this decision is communicated in oral, electronic, or written format to any faculty member of the College. The faculty member to whom this decision was communicated will document this decision in writing and forward it to the Executive Associate Dean. The Executive Associate Dean will attempt to verify this via email. If no response is received, the Office of the Executive Associate Dean will send a certified letter to the student, asking the student to confirm or deny their intention to withdraw from the program. Note: failure to confirm or deny this intention within two calendar weeks of receipt will be interpreted as a confirmation of a withdrawal decision. Confirmation of a withdrawal decision frees the program of any further responsibility to the withdrawn student. Non-attendance and/or nonpayment does not constitute a withdrawal from Butler University.

Students who completely withdraw from Butler University are asked to complete an exit interview with a member of the Office of the Vice President for Student Affairs (Atherton Union) or the Center for Academic Success and Exploration (Jordan Hall 136). Students can email learning@butler.edu to arrange for a short exit interview.

All equipment (computers, laboratory supplies, books, manuals, software, etc.) owned by the University or College shall be returned to the appropriate office of the University at the time of departure.

Leave of Absence for Students in the Professional Programs

A student accepted into or already enrolled in the professional phase of a CHP program may be granted a leave of absence (LOA) and moved to inactive status for a period of no longer than one calendar year

counted from the beginning of the semester the leave is taken. Requests for a Leave of Absence must be made and approved by the Executive Associate Dean. Decisions will be made in consultation with the program director.

For a leave of absence in professional programs:

- The student must return at the beginning of the next available term when the next appropriate courses are offered. No extension will be granted beyond one calendar year.
- To return from a LOA, the student must notify the Office of the Executive Associate Dean prior to the date stipulated in the LOA letter.
- Students seeking renewed enrollment in the CHP after an absence from the College of more than two semesters must seek approval for renewed enrollment from the Dean of the College.
- Remedial coursework and/or assessment of current knowledge and skills may be required as a condition for renewed enrollment as assessed by the Respiratory Therapy APC.
- Students who take a leave of absence from any professional program of the College return into the respective curriculum in effect at the time of the student's return. Since curricula change, this may require that the returning student successfully complete courses that were not required in the student's initial program of study or those that have changed.

Students who are granted a leave of absence are expected to return any University or College- owned property (e.g., computers, software, laboratory supplies, books, manuals, etc.) prior to departure unless specific arrangements are made in advance and in writing with the Office of the Executive Associate Dean.

Readmission Policies

A student dismissed from the Respiratory Therapy program may petition for readmission after a time lapse of at least one academic semester (note: re-entry point will depend on course sequencing). The exact period will be recommended by the Respiratory Therapy APC and noted in the student's dismissal letter. Note: readmission will not be considered where more than two (2) years have lapsed. Beyond two (2) years, students desiring to return to the professional program must re-apply through university admission for consideration and must be re-evaluated along with other applicants.

The petition for readmission to either undergraduate, graduate, or professional program must be in writing (by letter or e-mail) and addressed to the Executive Associate Dean for the College of Health Professions. In addition, transcripts for courses taken elsewhere (when applicable) should accompany the letter. The letter of petition and any supporting documentation must be submitted at least 60 days prior to the start date of the term for which the student wishes to re-enroll. The Dean of the College will make the final decision on readmission.

If re-enrollment is granted, the Respiratory Therapy student may be required to retake certain aspects of the curriculum or undergo assessment of current knowledge and skills as a condition for readmission based on the recommendation of the Respiratory Therapy Academic Progression Committee.

Student Personnel Services

Counseling & Guidance

Butler University students have access to counseling and consultation services. Butler University's Counseling and Consultation Services is committed to providing mental health services to students to

help them achieve their academic and personal goals, promote their holistic well-being, and enhance their college experience. For information, please visit <https://www.butler.edu/well-being/counseling-services/>

Health Services

Butler University students have access to health services. Information can be found at <https://www.butler.edu/well-being/health-services/>

Center for Academic Success and Exploration

Academic success services within the Center for Academic Success and Exploration (CASE) are designed to assist students who are interested in enhancing their study skills; who need help with their coursework; and who need one-on-one support to address areas of academic concern. Information can be found at <https://www.butler.edu/academic-services/learning/tutoring-study-tables/peer-tutoring/>.

Tutoring and Study Tables

Individualized Peer Tutoring is available to Butler students, free of charge, through the Center for Academic Success and Exploration. This service is available primarily for undergraduate math and science courses. Individualized Peer Tutoring allows Butler students to meet one-on-one with peer tutors to receive course-specific help for a particular subject area.

Study Tables are group walk-in tutoring sessions that meet regularly at a specific time and location. Study Tables are coordinated by each respective department, and students are typically notified of the schedule within the first two weeks of the semester.

For more information visit <https://www.butler.edu/academic-services/learning/tutoring-study-tables/>

Financial Aid

Students in the Bachelor of Science program are eligible for financial aid. Please refer to <https://www.butler.edu/admission-aid/financial-aid-scholarships/> for more information.

Housing

Butler University students can access housing information via <https://www.butler.edu/student-life/housing-dining/>

Honors Program

Information regarding the honors program can be found at <https://www.butler.edu/academics/honors/>

Job Placement

For assistance with your resume and cover letter, practice your interviewing skills, help you explore job options, network with professionals, and search for internships and full-time opportunities contacts Career and Professional Success (CaPS) advisors at <https://www.butler.edu/internships-careers/students-graduates/career-advising/>

Respiratory Therapy Code of Ethics

American Association for Respiratory Care (AARC) Statement of Ethics and Professional Conduct

<https://www.aarc.org/wp-content/uploads/2017/03/statement-of-ethics.pdf>

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.

Disregard for the effects of one's actions on others, bullying, harassment, intimidation, manipulation, threats, or violence are always unacceptable behaviors. It is the position of the American Association for 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: 10/21

Social Media Policy

Together, the Office of Marketing and Communications, and Instructional Technology, work with University Colleges, departments, and groups to ensure that externally focused digital communications serve the University's mission and goals. Such outward electronic communication includes University-affiliated social media platforms, including Twitter, Facebook, Flickr, LinkedIn, Instagram, etc.

When using a university-affiliated account, you are representing Butler University and are expected to adhere to the highest standards of ethical and professional behavior. To inquire about creating a social media presence for your department, group, or area, please contact Butler University's Marketing and Communications Department, social@butler.edu.

Guidelines for social media are meant for all students, faculty, and staff at Butler University. Complete information may be found at <https://www.butler.edu/marketing/social-media/social-media-guidelines/>

Guidelines for All Social Media Usage

These guidelines should be considered for university and personal social media sites.

- Think prior to posting. Do not consider any information posted to social media sites and blogs as private, even if you are using the strongest privacy settings. If you would not say it in public, do not say it online.
- Be respectful. Avoid posting obscene, vulgar, libelous, or defamatory statements. You can be held legally liable for any comment you make online.
- Read and obey the Terms of Service for all social media tools before posting anything.
- Never post confidential and proprietary information. All Butler faculty and staff must adhere to all University policies and procedures, as well as Federal standards, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).
- Be respectful of copyright and trademark information, including Butler University logos and marks. More information and guidelines regarding logos, licensing, and trademarks, is available through Butler University's Marketing and Communications Department.

HIPAA

The primary goal of the law is to make it easier for people to keep health insurance, protect the confidentiality and security of healthcare information, and help the healthcare industry control

administrative costs. Once matriculated, all students must complete HIPAA training prior to beginning clinical rotations and then annually. Violations of HIPAA compliance may result in dismissal.

HIPAA training can be located at

<https://butler.catalog.instructure.com/browse/professionaldevelopment/courses/hipaa>

Non-discrimination & Harassment

For information regarding non-discrimination and harassment refer to the CHP student handbook section titled “Non-discrimination and Harassment.” CHP Student Handbook can be found

<https://cdn.butler.edu/www/sites/13/2025/08/28083104/COPHS-STUDENT-HANDBOOK-25-26-1.pdf>.

Butler’s Non-Discrimination Policy

Butler University desires to have an educational and working environment free from discrimination. Discrimination of any kind is not acceptable behavior at Butler; it is inconsistent with the commitment to excellence that characterizes Butler University’s activities. There are policies specifically covering all civil rights matters for all faculty, students, and staff when a complaint is brought to the attention of the University. <https://www.butler.edu/diversity-equity-inclusion/student-disability-services/non-discrimination-policy/>

Essential Functions and Technical Standards

Butler University is committed to treating all individuals within the university, including those with disabilities, in a fair and equitable manner. It is the policy and practice of the university to comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Under these laws, no otherwise qualified individual with a disability will be denied access to or participation in services, programs, and activities at Butler University. Individuals must meet academic and technical standards, with or without reasonable accommodations. “The term technical standards refer to all non-academic admission criteria that are essential to participation in the program” (McKee et al., 2020).

Butler students with a disability who would like to request an accommodation must report their disability directly to Student Disability Services (SDS). Students can begin the registration process by completing an [SDS Interest Form](#). For more information on accommodations, visit the [SDS website](#).

Standard	The student can:	Examples*
Cognitive	<ul style="list-style-type: none"> • demonstrate strong intellectual abilities, including critical thinking, to effectively apply both clinical and academic judgment; • perform mathematical calculations, engaging in sound problem-solving, analyzing and synthesizing complex information, retaining key knowledge, and utilizing technology proficiently; • understand and interpret three-dimensional and spatial relationships; • maintain focus and attentiveness during laboratory exercises, didactic sessions, and clinical practice. 	Case studies, gather/interpret data in a variety of settings, simulation scenarios, drug interactions, problem solving, anatomage tables, technical/lab skills, etc.
Communication	<ul style="list-style-type: none"> • communicate effectively to gather information and clearly convey that information to others. • read and understand written English text in a variety of formats. • use an appropriate tone that aligns with the context, audience, and purpose of communication. • apply communication skills in a variety of formats including written, verbal, electronic, or assisted. • read and understand text and professional documents • analyze and interpret information from materials to apply knowledge effectively. • produce clear, concise, and logically organized written documents that convey meaning effectively without ambiguity while adhering to standards of spelling, grammar, and punctuation. 	Facilitating open and productive communication for patient care, e-mails, phone conversations, communication interprofessionally, dialogue in class, reading textbooks, electronic health record, written assignments, interpretation services, research articles, policies, etc.
Observation	<ul style="list-style-type: none"> • obtain, analyze, interpret, and assess information from various sources and learning methods. • recognize and evaluate changes in a clinical situation • identify sensory cues in a clinical situation. 	Reviewing digital resources, computer systems, lectures, discussions, images, slides, videos, case studies, exams, change in clinical status, system alarms, physical exam, temperature, patient skin color, etc.

Motor	<ul style="list-style-type: none"> execute the necessary motor movements to conduct a thorough physical examination, perform diagnostic maneuvers, and deliver or direct patient care. Perform technical skills in a specified time frame when clinically necessary. Maintain stamina while performing technical skills and endurance for the duration of the learning period. 	Percussion, auscultation, palpation, 2 minutes of chest compressions, long clinical days, lifting, patient transfer, turning patients, ambulation, etc.
Behavioral & Social	<ul style="list-style-type: none"> apply their abilities and exercise sound judgment in a professional, timely manner, under demanding workloads in stressful and changing environments. show compassion, sensitivity, and concern for others while maintaining professional integrity at all times. demonstrate integrity, ethical conduct, and accountability at all times. accept and integrate constructive feedback in various forms in a professional manner, maintaining flexibility and adaptability, and striving for improvement. function cooperatively and effectively in a variety of learning environments. 	Interacting appropriately with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds, adherence to professional standards, handbook policies, evaluation tools, response to stressful and changing situations, etc.

* These examples are intended to illustrate how each technical standard may be applied to respiratory therapy education and practice, and to help students understand the expectations in a variety of contexts. However, these examples are not exhaustive or all-encompassing. Students are expected to apply the technical standards to all educational activities, including settings and scenarios not outlined here.

Accommodation Statement: A student establishes eligibility by submitting the appropriate written documentation to the office of Student Disability Services (SDS).

Reasonable accommodations are determined through individualized interview with the student as well as review of diagnostic data and history.

Attendance & Tardiness

Attendance and being on time are professional expectations of all Respiratory Therapy students. Students who violate this will be referred to the Student Professional Conduct Committee.

Clinical/Lab

- Students must be officially registered for the course prior to participating in any experiential learning opportunity. Failure to do so will result in referral to the Student Professional Conduct Committee, and malpractice insurance will not be in effect.

- Attendance is mandatory for all assigned experiential learning (SIM/lab/clinical) opportunities. If an absence is necessary, the student assumes responsibility for notifying the appropriate instructor(s) in advance of the class or scheduled experience.
- Students are expected to be in the appropriate uniform, on time for all experiential learning encounters, in the designated meeting place, with their necessary equipment, and prepared at the scheduled time.
- A maximum of one EXCUSED clinical absence may be allowed. Clinical makeup will be assigned by the Director of Clinical Education (DCE).
- Failure to call in advance or to report for an experiential learning experience without appropriate notification constitutes a clinical failure and an unexcused absence. **Exceptions may be granted only in rare cases involving verified emergencies that reasonably hindered the student's ability to notify the Program in advance.**
- Absence(s) due to military service and/or civil obligations (e.g., court required appearances) should be discussed with the program director, as soon as they become known, and they will be handled according to state and/or federal law.
- Request for bereavement absences should be submitted to the program director.

Classroom

In accordance with the University Attendance policy, if it is necessary for a student to be absent from a course related experience, the instructor(s) should be notified in person, by telephone, email, or text message. As an alternative, when offices are closed, a recorded message can be left on the instructor's voicemail. Students should consult the course syllabus for course-specific policies related to excused and unexcused absence(s) as faculty are authorized to set course attendance policies.

In the event of a family emergency or personal crisis where the student must make an urgent departure from campus, the Assistant Dean of Student Affairs may be contacted as a single point of contact for all the student's faculty. Upon return to campus, necessary documentation can also be shared through the Office of Student Success, and the Assistant Dean will work with the student, as needed, to coordinate any make-up work.

Hybrid Course Participation

Hybrid courses involve blending online and face-to-face environments for course content and activities. The amount of time required to complete coursework online and attend campus-based classroom sessions varies. Instructors determine how much time is spent in each learning environment. A hybrid course at Butler delivers 25-89% of the course online and requires some campus-based meetings. Course syllabus will have the scheduled meeting dates for each course posted for students to view.

More information on hybrid courses and requirements can be found at <https://www.butler.edu/academic-technology/resources/course-facilitation/online-course-implementation-rubric/> and/or in Canvas for each course.

Cell Phone/Electronics

Cell phones are allowed in classroom settings but must be in silent mode. However, personal use is prohibited. Students should not use cell phones, smart watches, tablets, or computers for non-class activities during class time. Devices permitted by a clinical facility (if applicable) may not be used while

delivering direct patient care. The use of electronic devices in a clinical setting must be limited to clinical preparation and research and only in consultation with the clinical instructor.

In the event the student is expecting an urgent or necessary call, the student may request the unit phone number at a clinical site or health institution and can receive calls via this method.

Clinical Assignments

- Clinical and laboratory experiences are designed to provide students with the opportunity to apply Respiratory Therapy skills in a hands-on format. Clinical experiences are matched to meet specific courses and learning outcomes.
- Registration for clinical and laboratory experiences (where applicable) occurs simultaneously/concurrently with lecture registration. Students may not register for more than one clinical per day. Students must have at least eight (8) hours between clinical experiences.
- Students must have at least eight (8) hours between employed positions and clinicals experience. For example, students may not work the nightshift before an expected dayshift clinical experience.
- Students are responsible for providing their own transportation to clinical experiences for any required hours.
- Students must respect the privacy of each patient they provide Respiratory Therapy care for and must keep all information about patients and families confidential. You may not screen capture any part of the patient record or print material used in patient care. In addition, you may not take a picture (for any reason) during any learning experience. This will result in an unsatisfactory clinical experience and failure of the course. In addition, the violation is considered a professional conduct violation (see the CHP Student Handbook under the section titled “College Evaluation of Unprofessional Conduct for Graduate and Professional Students”).

Acknowledgement of Risk

Students in the Respiratory Therapy Program have potential contact with certain hazards of administering health care. A signed Acknowledgement Statement must be returned to the Director of Clinical Education so the student can participate in the clinical rotations. (Appendix C).

Clinical Conduct & Evaluation

Clinical performance is an integral component of the educational process in Respiratory Therapy. Satisfactory clinical performance is expected. Clinical objectives and student behaviors that demonstrate competency to meet these objectives are defined for each course and are in the syllabus and defined in the clinical evaluation tool. A student’s clinical performance is assessed by the clinical faculty at the midterm and the end of term in each course and will be uploaded to the course gradebook on Canvas. Students must earn a grade of “satisfactory” on their final clinical evaluation for successful completion of the clinical component of the course. Students who earn unsatisfactory in any component of their final clinical evaluation tool, will receive an “F” in the course.

Professional behaviors expected of the student are confidentiality, respect, accountability, valuing of people's differences, preparation to ensure safe clinical practice, and adherence to Butler University, CHP, and clinical sites' policies and procedures. All Respiratory Therapy students are accountable and responsible to report unsafe and/or unprofessional behavior of themselves and of other students to their clinical faculty.

Students may be removed from clinical experiences or classes at any time in a course for unsafe, unprofessional behavior, or for failure to meet the critical requirements of Respiratory Therapy practice identified in the clinical evaluation tool (located in canvas in courses with a clinical component). Removal from the clinical experience will result in course failure and referral to the Student Professional Conduct Committee.

1. Clinical experiences are graded on a satisfactory/unsatisfactory basis. Failure of a clinical rotation will result in failure of the course.
2. Students enrolled in Respiratory Therapy courses must demonstrate professional behavior throughout their entire clinical experience. Failure to meet these expectations may result in failure of the course.
3. Information must remain up to date with the program's expectations reported within Exxat and Trajecsyst during all clinical courses, or a clinical failure may occur.
4. Due to the intensive nature and required preparation necessary for success, students should not engage in employment/outside activities prior to clinical participation that might compromise the student's abilities required during the clinical experience.
5. Students will not consume alcohol or other substances that could affect performance of clinical preparation/participation.
6. Students must comply with the Dress Code Guidelines in "Dress Code in the Clinical, lab, and Simulation Setting".
7. No tobacco products are to be used during clinical. This includes regular or e-cigarettes, chewing tobacco, dip, snuff, or Nicorette gum.
8. Students will maintain accurate clinical documentation (including clock in/clock out, competency documentation from both clinicals and lab, and clinical evaluations) via Trajecsyst. Falsification in any form (including clocking in and out at a location different than the pre-determined clinical meeting location) will result in

RT Occurrence Point System

In conjunction with policies outlined in the Butler University Respiratory Therapy Program Student Handbook, the following point system will be used to document violations of program requirements and/or policies. Each infraction will be handled on an individual basis. Accrual of points may affect your clinical grade, course grade, or status within the program. A performance improvement plan will be completed upon receiving three (3) points. A student will be placed on probation and receive written warning when five (5) points have been accrued. Accrual of seven (7) points during the academic year may result in dismissal from the clinical course and/or program. It is the responsibility of the student to maintain awareness of disciplinary points. Points will accrue over the academic year and adjusted each fall semester as follows:

1. Students who accrued 1 to 4 points, will begin the next academic year at 0 points
2. Students who accrued 5 or 6 points, and were placed on probation will begin the next academic year at 3 points

3. Students who accrued 7 points will begin the next academic year at 5 points

See the Butler University Respiratory Therapy Program Student Handbook for detailed description of additional program policies and procedures.

Minor infractions will result in one point per occurrence:

- A score of less than three on daily or affective evaluations
- Two late arrivals (greater than seven minutes) to clinical shift
- Two missed clock-in or clock-out occurrences from clinical
- Two daily logs not completed within 24 hours after completion of clinical rotation
- Failure to maintain proper dress, identification, appearance and/or hygiene
- In the event of a clinical absence, failure to call at least 30 minutes before the beginning of the assigned clinical rotation
- In the event of a lecture or laboratory absence, failure to notify faculty on the same day of the scheduled class
- Failure to demonstrate appropriate clinical conduct as defined in the Student Handbook
- Using one's personal cellphone in a clinical area. This can be reported by the preceptor/instructor to the DCE or if the DCE witnesses this themselves. Cellphones must not be visible unless on break and away from the clinical area.

Substantive Infractions will result in two (2) points for the first occurrence and disciplinary action based on established policies.

- *No Call, No Show*: Failure to report absence or early dismissal from clinical rotation to both the clinical site and DCE (first offense)
- Falling asleep while at clinicals, including the facility's break room.
- Failure to perform clinical competencies in which the student has already been deemed competent
- Insubordinate clinical conduct
- Violation of program social media policy

Egregious Infractions may be grounds for dismissal from the program:

- Theft or intentional falsification of records, including clinical attendance record.
- Insubordinate classroom and/or clinical conduct (See Section 3A of the handbook for further description)
- Violation of HIPAA
- Failure to maintain a safe environment for patients, staff and students
- *No Call, No Show* (Second offense)

The respiratory therapy faculty member may use his/her discretion to determine the appropriate category for a violation.

Employment and Clinical Experience

Many students acquire part-time employment while still attending school. Employment does not release the student from the policies and procedures listed regarding attendance and tardiness. Failure to complete assignments may drastically alter the final grade in the affected

course.

Employment cannot be used as a reason for:

1. Arriving late for, leaving early from, or missing classroom, laboratory, or clinical rotation assignments.
2. Failure to comply with procedures for reporting absence or expected late arrival.

In addition, students may not use “hours worked” employed at a clinical affiliate as a replacement for the required clinical hours. Students may not be “on the clock” (i.e. paid) while at the site for their required clinical experience.

Drugs & Alcohol

For policies regarding drugs and alcohol, refer to the CHP Student Handbook under the section titled “College Evaluation of Unprofessional Conduct for Graduate and Professional Students.”

Dress Code in the Clinical, Lab, and Simulation Setting

It is an expectation that students enrolled in the Respiratory Therapy curriculum will dress in a manner that is reflective of a professional Respiratory Therapy student and in accordance with the CHP dress code policies. Requirements for appearance in all clinical, lab, and simulation settings are as follows:

- Overall appearance is to convey a professional image.
- Uniforms must be navy blue (scrub pants and top) with Butler University approved Respiratory Therapy logo embroidered on the right chest. The uniform must be clean, free of wrinkles, and fit appropriately.
- Shoes must be solid in color (navy, white, or black) and impermeable material (no cros, open-toed shoes, sandals, etc.)
- Undergarments must not be visible through clothing.
- The student’s ID Badge must always be worn while in the clinical, lab, and simulation setting. Additional badge requirements may be required by the clinical facility and must be followed.
- Hair, eyelashes, make-up, clothing, or jewelry that draws undue attention or that would be a distraction are prohibited.
- Hair must be kept above the collar and be a natural color. Hair on the head and face should be neatly groomed.
- Hair accessories that are bulky or that draw undue attention are not allowed.
- Head coverings or jewelry worn for religious reasons are allowed. Head coverings should be solid in color (navy, white, or black).
- Artificial eyelashes are not permitted.
- Jewelry must be limited to a single wedding band, worn on the ring finger, if desired. Students are permitted to wear one small stud earring per ear. No facial jewelry or tongue piercings are allowed. Exceptions to this policy may be considered for religious reasons. Butler University or clinical agencies are not responsible for any lost or stolen jewelry items worn during these experiences.
- A scrub jacket/coat may be worn but must be solid in color (navy, white, or black) and have a program approved embroidered logo on the right chest. No other sweatshirts or pullovers are allowed.

- Undershirts may be worn and must be solid in color (navy, white, or black).
- Nails should be clean and neatly trimmed. No nail polish is allowed. Artificial nails may not be worn.
- Tattoos may be asked to be covered per the discretion of the clinical facility or faculty/staff member.
- Students are not permitted to use harsh fragrances such as perfumes, colognes, lotions, etc.
- Students must arrive at the clinical setting fully prepared including stethoscope, watch with a second hand (smart watches are not permitted), pen, and any required clinical paperwork.

Exams

Faculty members will determine how exams and quizzes are administered to students in their course. Students should review course syllabi for detailed information regarding examination and quiz administration (including timing, dates, and methods of administration).

The following information provides details for students whose faculty choose to administer examinations and/or quizzes online and/or via computer (with live proctoring). Students are required to ensure that their personal computer meets the minimum system requirements to run Examplify®, to install Examplify® software, and to bring their personal computer to class, fully charged, for all quizzes/exams administered through Examplify®. Students will be instructed how to download Examplify® prior to their first exam.

Students must know how to disable their Anti-Virus prior to entering a quiz/exam and re-enable Anti-Virus after the quiz/exam. If anti-virus issues are encountered, they should contact ExamSoft® Technical Support. Lack of preparation may result in an inability to take the exam, adjustments to course grades at the discretion of Course Director, and/or an unprofessional conduct referral to the Student Professional Conduct Committee.

Any problems with Examplify® or ExamSoft® should be addressed with 24/7 ExamSoft® Student Technical Support by phone at (866) 429-8889, by email to support@ExamSoft.com, or Live Chat at: <https://examsoft.force.com/etcommunity/s/>. Students also have access to Searchable Self-Help Documentation. They should not expect their Course Director to troubleshoot technology issues. Students may also contact Evan Kinch, ekinch@butler.edu, ExamSoft® Administrator, to report issues; however, Mr. Kinch may refer students to ExamSoft® Technical Support.

Students using ExamSoft® or Examplify® improperly to gain unfair academic advantage are violating the Academic Integrity Policy. Violations such as "academic dishonesty" and/or "professional misconduct" would include but are not limited to tampering with exam files, utilizing a password inappropriately, falsifying upload or download information, or attempting to circumvent the security features of the software.

Examplify® Administered Assessment Procedures and Student Expectations

1. The Course Director maintains the right to require additional procedures during quizzes/exams as specified in the course syllabus.
2. Students are expected to have all quizzes/exams downloaded 2 hours prior to the quiz/exam, though it is recommended to download by 5pm the day prior to the quiz/exam. In the event of a download issue, students should contact ExamSoft® Student Technical Support. The course

director or ExamSoft messaging. Students are expected to arrive at all quizzes/exams requiring the use of Examplify® with:

- Personal computer with Examplify® already installed.
 - Personal computer that is fully charged and a charger for their device and/or an additional external battery (if applicable). Examplify® will not allow an exam to start if the charge is <25%.
 - Any additional device hardware required by the Course Director (e.g., earbuds for audio portion of exam).
3. Loaner Devices:
 - If a student's personal computer malfunctions before a quiz/exam and needs a loaner computer (PC or Mac) from the Science Library or Irwin Library.
 - If there are no loaners available at either Library, students must contact Evan Kinch, ekinch@butler.edu, ASAP!
 - Prior to the quiz/exam students must also visit the IT (Information Technology) Help Desk during their open hours to have Examplify® installed on the loaner computer.
 4. Students must disable Anti-Virus prior to entering a quiz/exam and re-enable Anti-Virus after the quiz/exam, unless Examplify® has been added as an Exclusion.
 5. All exams should be uploaded after submitting the assessment. In the event of a submission or upload issue, students should raise a hand to alert a proctor.
 6. Students must show their green "Congratulations" screen to a proctor and turn in scratch paper (if applicable) before exiting the room. This includes taking quizzes/exams in the Student Disability Services (SDS) Office and during Exam re-takes. No exceptions.
 8. After the quiz/exam, students are encouraged to ensure their Wi-Fi re-connects to the Butler Secure network, not the Butler Guest network, which will be slower and not secure.

Make-up Assessments in Examplify®

- Accessing an assessment prior to the alternatively scheduled date of the make-up assessment is considered academic dishonesty and will be dealt with as such.
 - Students unable to attend class on the day of the assessment for reasons consistent with a planned excused absence from the Course Director must not download the exam file before the scheduled exam date. Students must schedule a make-up date with the Course Director well before the assessment date. The Course Director will re-release the exam to the student on the day of the make-up for download and testing.
 - Students who download the exam file before the exam day and do not attend it due to unplanned illness or emergency must not attempt to access it. Students must contact the Course Director to schedule a make-up assessment. The Course Director will release an exam to the student on the day of the make-up for download and testing.
 - Students who are scheduled for a make-up exam may be given a different version of the exam in order to protect academic integrity.
- All sections of this policy related to specific software and "Loaner Devices" are maintained by the Butler Center for Academic Technology and questions should be addressed to Evan Kinch, ekinch@butler.edu.

In courses where Examplify® is not utilized, refer to the course syllabus for exam instructions/policy and procedures.

Infection Control/Preventions

Standard/Universal Precautions

Standard/universal precautions are an approach to infection control in which all human blood and certain human body fluids are to be treated as if known to be infectious for human blood-borne pathogens. The proper application of standard/universal precautions will minimize any transmission of blood borne pathogens from a health care worker to patient, patient to health care worker, or patient to patient.

The CHP at Butler University requires all students to abide by the CDC Standard/Universal Precautions in all client contacts. The following measures for preventing blood-borne pathogen transmission in health care settings are recommended by the CDC.

Bloodborne pathogens are micro-organisms in human blood that can cause disease in humans. As a student, you will be participating in care giving activities and may be exposed to infectious diseases and/or communicable diseases. To reduce your risk of exposure, the following guidelines affect you as you engage in the practice of Respiratory Therapy.

1. All students are expected to follow Universal Precautions to prevent contact with blood and body fluids which are potentially infective. Because students may have direct contact with blood and other body fluids, and CHP requires training in Universal Precautions. This training will be given prior to caring for patients in the clinical setting or simulated patient environments.
2. All students will be expected to wash their hands with soap and water after exposure to blood and after removal of contaminated gloves or other personal protective equipment.

Students should be aware of the CDC guidelines related to universal precautions which can be found at <https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html>

Students will be asked to complete a bloodborne pathogen training module before starting clinical rotations. This training can be located at

<https://butler.catalog.instructure.com/browse/professionaldevelopment/courses/bloodborne>

Needle Stick and Body Fluid

Procedures

Students may be involved in activities that expose them to risks associated with blood borne pathogens and hazardous substances. Examples of such activities include participation in health fairs or clinics, class or laboratory activities, or clinical experiences in ambulatory, inpatient, and surgical settings. This Policy is based on Centers for Disease Control (CDC) guidelines and outlines recommended procedures for students in the event of a needlestick injury or biohazard exposure. Students who experience a needlestick injury or biohazard exposure during Butler-approved on or off-campus activities should follow the procedures outlined below.

It is important to note that students will be responsible for any costs associated with recommended testing and/or treatment following a needlestick injury or biohazard exposure.

If a student experiences a needlestick injury or biohazard exposure during a class or laboratory activity, during an experiential rotation, or during participation in a Butler-sponsored health fair or clinic, the following steps should be taken:

Step 1: Provide immediate care to the site of injury/exposure.¹

- Immediately wash injury or exposed area with soap and water for 15 minutes using wash station locations in your area.
- Apply direct pressure to any laceration(s) to control bleeding.
- Flush any exposed mucous membranes with water:
 - Mouth: Rinse several times with water
 - Eyes:
 - Remove any contact lenses.
 - If eye wash station is available, flush eyes for 15 minutes.
 - If eye wash station is not available, have a peer flush eyes with 500 mL lactated ringers or normal saline.
 - If unable to do the above, then flush under the sink with water (preferably tepid) for 15 minutes or as tolerated.
 - Keep eyes open and rotate eyeballs in all directions to remove contamination from around the eyes. Help may be needed to hold the eyelids open.

Step 2: Seek medical evaluation.

- Students will need to always have their health insurance information accessible. Students who experience a needlestick injury or biohazard exposure during a class or laboratory activity, during an experiential rotation, or during a Butler-sponsored health fair event or clinic will be responsible for any costs associated with any testing and care provided by the site at which testing, and care are sought.
- Following a needlestick injury or biohazard exposure, it is critical that the appropriate steps are taken in a timely manner. Students SHOULD seek care within 30 minutes of sustaining injury or exposure at either the clinical site where the incident occurred (if during an off-campus experiential rotation), or at a nearby Emergency Department or Urgent Care Provider (see below under “Local Urgent Care Provider”) in the area.
- Students who experience accidental exposure during an experiential rotation should immediately notify the preceptor of the injury/exposure and determine what procedures exist at that site to deal with needlestick/biohazard situations. Based on the services provided at the site, the student should have the appropriate steps taken based on the site’s protocol for needlesticks/biohazard exposure. If the clinical site has no protocol in place, or if urgent care at the site is not accessible, the student should then seek care at the nearest Emergency Department or Urgent Care Provider.
- Students who experience needlestick injury/exposure during participation in a Butler-sponsored health fair or clinic or during a class or laboratory should immediately notify the faculty member overseeing the health fair, clinic, class or laboratory. Together, the student and faculty member can work to determine where the nearest Emergency Department or Urgent Care site is located so that the appropriate laboratory tests can be collected in a timely manner, and any necessary care can be sought.
- Local Urgent Care Provider: Concentra is an urgent care provider offering care at several locations in and around the Indianapolis area. The Concentra website, www.concentra.com, can be accessed for up-to-date location information and operating hours.

- Recommended laboratory tests following needlestick or mucous membrane exposures to potential blood-borne pathogens include:

NOTE:

If the injured student is an employee of Butler University AND the injury or exposure occurred while on the job, the student-employee should seek care at Concentra, which is an in-network urgent care provider selected by Butler University to treat all non-critical on-the-job injuries. Upon arrival to a Concentra location, Butler student-employees should inform Concentra staff that they are a Butler University student-employee and that they were injured while on the job.

However, if the injured student is a Butler student-employee but the injury was NOT sustained while working for Butler, the injured student should present their OWN health insurance to Concentra or to the specific site where testing and care are being sought.

Student Testing:

- Hepatitis B SAG (Hepatitis B Surface Antigen)
- Hepatitis C Antibody
- HIV Antibody (Human Immunodeficiency Virus) when consent is given
- Hepatitis B SAB (Hepatitis B Surface Antibody)

Source Patient Testing:

- Hepatitis B SAG (Hepatitis B Surface Antigen)
- Hepatitis C Antibody
- HIV antibody (Human Immunodeficiency Virus) when consent is given
- Hepatitis B Core Antibody when the exposed patient is HBSAB negative
- Other tests for confirmation of diagnosis when clinically indicated

Step 3: REPORT, notify, and seek follow-up care if needed.

- It should be noted that Butler University Health Services does NOT provide initial treatment for needlestick injuries or biohazard exposures. However, Butler University Health Services may, in some cases, be available to guide follow-up care if applicable and if desired by the affected student.
- In all cases of needlestick injury or biohazard exposure during Butler-approved on- or off-campus activities that were NOT sustained while working on the job as a student-employee, a **CHP Exposure Incident Report Form (See Appendix A, College Handbook)** should be completed by the student and submitted to the appropriate faculty director as outlined below:

 - In the case of an injury or exposure during an experiential rotation (whether off-campus or on-campus), the appropriate Director of Experiential Education (Pharmacy, PA, RT, or Nursing) shall be notified of the incident by the student within 24 hours of the incident.
 - In the case of an injury or exposure during a Butler-approved class, laboratory, health fair or clinic, the appropriate Academic Program Director (Pharmacy, PA, Nursing, RT, or Health Sciences) shall be notified of the incident by the student within 24 hours of the incident.

- CHP Experiential and Academic Program Directors will maintain a record of any received CHP Exposure Incident Report Forms on file and will also forward an electronic copy of each form received to Stephanie Lovett (slovett@butler.edu) in the Office of General Counsel, Dugan Hall, Ste. 130, Butler University to be kept on file.
- In all cases of needlestick injury or biohazard exposure sustained by a Butler University student-employee while working on the job, a **Faculty/Staff/Student-Employee Accident/Incident Report Form** (https://www.butler.edu/human-resources/wp-content/uploads/sites/14/2022/01/incident_report_form_2018.pdf) should be completed by the student-employee AND by the student-employee's supervisor within 24 hours and then immediately sent to Human Resources in JH-037.

Licensure

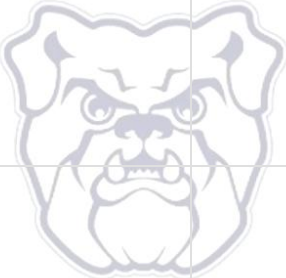
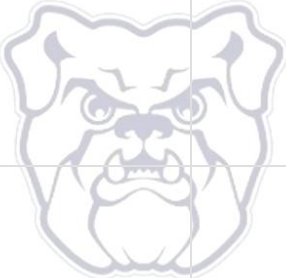
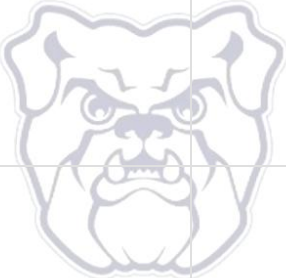
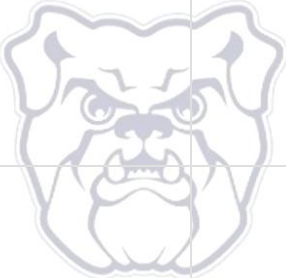
Students who successfully complete all program requirements will be eligible to take the National Board for Respiratory Care (NBRC) Respiratory Therapist Examination (RTE). Students will be provided with information for completing NBRC RTE registration from the Respiratory Therapy department. Upon successful graduation and fulfillment of requirements, the applicant is responsible for applying, registering, and scheduling the NBRC RTE test, as well as paying all associated expenses.

Respiratory care licensing information can be found at the following website <https://www.in.gov/pla/professions/respiratory-care-home/respiratory-care-licensing-information/>. If a student chooses to seek licensure in any state other than Indiana, it is the applicant's responsibility to obtain the necessary application and information.

Successful completion of the RT program does not guarantee licensure, certification, or employment in RT.



Appendix A: Alignment of the RT Program’s Student Learning Outcomes Butler’s Student Learning Outcomes

<p style="background-color: #003366; color: white; padding: 5px; text-align: center;">Applicable only to undergraduate</p> <p style="text-align: center;">Learning Outcomes</p>	Liberal arts knowledge and transferable skills developed through multifaceted learning experiences	Disciplinary and professional knowledge and skills in at least one academic field of study.	Competencies that facilitate their personal development and wellness cultivated through experiences inside and outside the classroom.	A capacity to help shape our local and global communities through civic understanding and an appreciation of diverse perspectives.
Plan respiratory care services based on acquiring and evaluating clinical data to assess cardiopulmonary status of patients.		X		
Implement respiratory care services, including diagnostic studies and therapeutic procedures, troubleshooting equipment, and demonstrating appropriate application, using respiratory care principles in a variety of practice settings and with a variety of patient populations.		X		
Conduct case management of patients from wellness to cardiopulmonary and related diseases, including setting therapeutic goals for patients, development and modification of respiratory care plans, and providing patient, family, and community education.		X	X	X
Demonstrate evidence-based practices using established clinical guidelines and evaluation of published research for relevance to patient care.		X		
Evaluate outcomes of respiratory care services, including management of health care expenditures, infection, quality control, disparities, and health care delivery systems, and advocacy.		X	X	X
Work collaboratively in inter-professional patient- centered teams, demonstrating ethical and professional standards expected of health-care professionals, including conflict management, advocacy, and effective communication.	X	X	X	X

Appendix B: Professional Behaviors Expectations and Documentation

1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

Year 1:

The respiratory therapy student should

- ❖ Raises relevant questions
- ❖ Considers all available information
- ❖ Articulates ideas
- ❖ Understands the scientific method
- ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
- ❖ Recognizes holes in knowledge base
- ❖ Demonstrates acceptance of limited knowledge and experience

Year 2:

The respiratory therapy student should

- ❖ Feels challenged to examine ideas
- ❖ Critically analyzes the literature and applies it to patient management
- ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- ❖ Seeks alternative ideas
- ❖ Formulates alternative hypotheses
- ❖ Critiques hypotheses and ideas at a level consistent with knowledge base
- ❖ Acknowledges presence of contradictions

Year 3:

The respiratory therapy student should

- ❖ Distinguishes relevant from irrelevant patient data
- ❖ Readily formulates and critiques alternative ideas
- ❖ Infers applicability of information across populations
- ❖ Exhibits openness to contradictory ideas
- ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- ❖ Justify solutions selected

2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

Year 1:

The respiratory therapy student should

- ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- ❖ Recognizes impact of non-verbal communication in self and others
- ❖ Recognizes the verbal and non-verbal characteristics that portray confidence
- ❖ Utilizes electronic communication appropriately

Year 2:

The respiratory therapy student should

- ❖ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- ❖ Restates, reflects and clarifies message(s)
- ❖ Communicates collaboratively with both individuals and groups
- ❖ Collects necessary information from all pertinent individuals in the patient management process
- ❖ Provides effective education (verbal, non-verbal, written and electronic)

Year 3:

The respiratory therapy student should

- ❖ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- ❖ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- ❖ Maintains open and constructive communication
- ❖ Utilizes communication technology effectively and efficiently

3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

Year 1:

The respiratory therapy student should

- ❖ Recognizes problems
- ❖ States problems clearly
- ❖ Describes known solutions to problems
- ❖ Identifies resources needed to develop solutions
- ❖ Uses technology to search for and locate resources
- ❖ Identifies possible solutions and probable outcomes

Year 2:

The respiratory therapy student should

- ❖ Prioritizes problems
- ❖ Identifies contributors to problems

- ❖ Consults with others to clarify problems
- ❖ Appropriately seeks input or guidance
- ❖ Prioritizes resources (analysis and critique of resources)
- ❖ Considers consequences of possible solutions

Year 3:

The respiratory therapy student should

- ❖ Independently locates, prioritizes and uses resources to solve problems
- ❖ Accepts responsibility for implementing solutions
- ❖ Implements solutions
- ❖ Reassesses solutions
- ❖ Evaluates outcomes
- ❖ Modifies solutions based on the outcome and current evidence
- ❖ Evaluates generalizability of current evidence to a particular problem

4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

Year 1:

The respiratory therapy student should

- ❖ Maintains professional demeanor in all interactions
- ❖ Demonstrates interest in patients as individuals
- ❖ Communicates with others in a respectful and confident manner
- ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons
- ❖ Maintains confidentiality in all interactions
- ❖ Recognizes the emotions and bias that one brings to all professional interactions

Year 2:

The respiratory therapy student should

- ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions
- ❖ Establishes trust
- ❖ Seeks to gain input from others
- ❖ Respects role of others
- ❖ Accommodates differences in learning styles as appropriate

Year 3:

The respiratory therapy student should

- ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action
- ❖ Responds effectively to unexpected situations
- ❖ Demonstrates ability to build partnerships
- ❖ Applies conflict management strategies when dealing with challenging interactions
- ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

Year 1:

The respiratory therapy student should

- ❖ Demonstrates punctuality
- ❖ Provides a safe and secure environment for patients
- ❖ Assumes responsibility for actions
- ❖ Follows through on commitments
- ❖ Articulates limitations and readiness to learn
- ❖ Abides by all policies of academic program and clinical facility

Year 2:

The respiratory therapy student should

- ❖ Displays awareness of and sensitivity to diverse populations
- ❖ Completes projects without prompting
- ❖ Delegates tasks as needed
- ❖ Collaborates with team members, patients and families
- ❖ Provides evidence-based patient care

Year 3:

The respiratory therapy student should

- ❖ Educates patients as consumers of health care services
- ❖ Encourages patient accountability
- ❖ Directs patients to other health care professionals as needed
- ❖ Acts as a patient advocate
- ❖ Promotes evidence-based practice in health care settings
- ❖ Accepts responsibility for implementing solutions
- ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings

6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Respiratory Therapy profession.

Year 1:

The respiratory therapy student should

- ❖ Abides by all aspects of the academic program honor code and the AARC's Statement of Ethics and Professional Conduct
- ❖ Projects professional image
- ❖ Attends professional meetings
- ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Year 2:

The respiratory therapy student should

- ❖ Identifies positive professional role models within the academic and clinical settings
- ❖ Demonstrates awareness of state licensure regulations
- ❖ Acts on moral commitment during all academic and clinical activities
- ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- ❖ Discusses societal expectations of the profession

Year 3:

The respiratory therapy student should

- ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice
- ❖ Provides patient/family centered care at all times as evidenced by provision of patient/family education
- ❖ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- ❖ Discusses role of respiratory therapy within the healthcare system and in population health
- ❖ Demonstrates leadership in collaboration with both individuals and groups

7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

Year 1:

The respiratory therapy student should

- ❖ Demonstrates active listening skills
- ❖ Assesses own performance
- ❖ Actively seeks feedback from appropriate sources
- ❖ Demonstrates receptive behavior and positive attitude toward feedback
- ❖ Incorporates specific feedback into behaviors
- ❖ Maintains two-way communication without defensiveness

Year 2:

The respiratory therapy student should

- ❖ Critiques own performance accurately
- ❖ Responds effectively to constructive feedback
- ❖ Utilizes feedback when establishing professional and patient related goals
- ❖ Develops and implements a plan of action in response to feedback
- ❖ Provides constructive and timely feedback

Year 3:

The respiratory therapy student should

- ❖ Independently engages in a continual process of self evaluation of skills, knowledge and abilities
- ❖ Seeks feedback from patients/clients and peers/mentors
- ❖ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- ❖ Uses multiple approaches when responding to feedback
- ❖ Reconciles differences with sensitivity
- ❖ Modifies feedback given to patients/clients according to their learning styles

8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

Year 1:

The respiratory therapy student should

- ❖ Comes prepared for the day's activities/responsibilities
- ❖ Identifies resource limitations (i.e. information, time, experience)
- ❖ Determines when and how much help/assistance is needed
- ❖ Accesses current evidence in a timely manner
- ❖ Verbalizes productivity standards and identifies barriers to meeting productivity standards
- ❖ Self-identifies and initiates learning opportunities during unscheduled time

Year 2:

The respiratory therapy student should

- ❖ Utilizes effective methods of searching for evidence for practice decisions
- ❖ Recognizes own resource contributions
- ❖ Shares knowledge and collaborates with staff to utilize best current evidence
- ❖ Discusses and implements strategies for meeting productivity standards
- ❖ Identifies need for and seeks referrals to other disciplines

Year 3:

The respiratory therapy student should

- ❖ Uses current best evidence
- ❖ Collaborates with members of the team to maximize the impact of treatment available
- ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate
- ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities

9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

Year 1:

The respiratory therapy student should

- ❖ Recognizes own stressors
- ❖ Recognizes distress or problems in others
- ❖ Seeks assistance as needed
- ❖ Maintains professional demeanor in all situations

Year 2:

The respiratory therapy student should

- ❖ Actively employs stress management techniques
- ❖ Reconciles inconsistencies in the educational process
- ❖ Maintains balance between professional and personal life
- ❖ Accepts constructive feedback and clarifies expectations
- ❖ Establishes outlets to cope with stressors

Year 3:

The respiratory therapy student should

- ❖ Demonstrates appropriate affective responses in all situations
- ❖ Responds calmly to urgent situations with reflection and debriefing as needed
- ❖ Prioritizes multiple commitments
- ❖ Reconciles inconsistencies within professional, personal and work/life environments
- ❖ Demonstrates ability to defuse potential stressors with self and others

10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Year 1:

The respiratory therapy student should

- ❖ Prioritizes information needs
- ❖ Analyzes and subdivides large questions into components
- ❖ Identifies own learning needs based on previous experiences
- ❖ Welcomes and/or seeks new learning opportunities

Year 2:

The respiratory therapy student should

- ❖ Applies new information and re-evaluates performance
- ❖ Accepts that there may be more than one answer to a problem
- ❖ Recognizes the need to and is able to verify solutions to problems
- ❖ Reads articles critically and understands limits of application to professional practice

Year 3:

The respiratory therapy student should

- ❖ Respectfully questions conventional wisdom
- ❖ Formulates and re-evaluates position based on available evidence

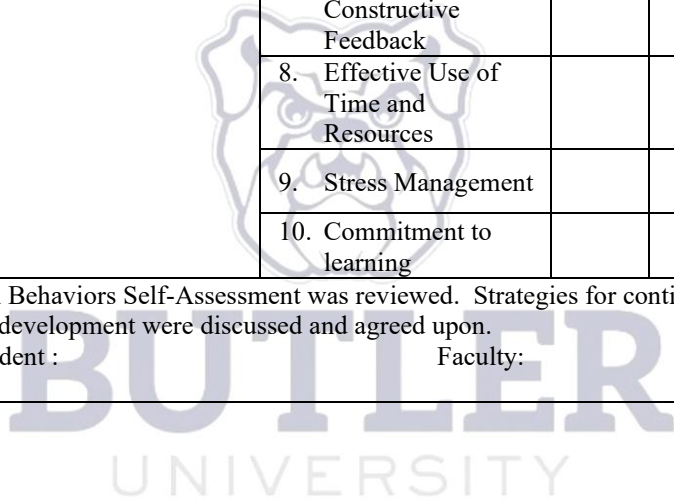
- ❖ Demonstrates confidence in sharing new knowledge with all staff levels
- ❖ Reads articles critically and understands limits of application to professional practice



Professional Behaviors Documentation

Semester _____

Faculty Advisor Comments:		Student Rating	Agree	Disagree	Faculty Rating
	1. Critical thinking				
	2. Communication				
	3. Problem Solving				
	4. Interpersonal Skills				
	5. Responsibility				
	6. Professionalism				
	7. Use of Constructive Feedback				
	8. Effective Use of Time and Resources				
	9. Stress Management				
	10. Commitment to learning				
<p>This Professional Behaviors Self-Assessment was reviewed. Strategies for continued personal and professional development were discussed and agreed upon.</p> <p>Date: _____ Student : _____ Faculty: _____</p>					



Appendix C: Acknowledgement of Potential Risks

BUTLER UNIVERSITY
College of Health Professions
Respiratory Therapy Program

ACKNOWLEDGEMENT OF POTENTIAL RISKS

As a respiratory therapy student, I am aware of the need to develop technical skills required to perform evaluation and therapeutic procedures. Consequently, I realize that during any of my professional training, I may be working with or exposed to potential risks, including but not limited to,

- Blood, sputum, and other body fluids, and inhaled aerosols, any of which may contain an infectious agent
- Inhaled aerosols containing pharmacologic agents
- Caustic or toxic chemicals
- Electronic components and electrical circuits
- Hypodermic needles and other percutaneous instruments

In partial consideration for the education which I receive, I willingly assume any risks connected with my participation in the respiratory therapy program and I acknowledge that I am responsible for observing any safety precautions prescribed by my instructors.

Date

Student

Date

Witness