

B.S. in Respiratory Therapy

Entry Into Practice and Degree Advancement

Jefferson College of Health Professions (JCHP)

Student Handbook 2023 - 2024



NOTICE OF EQUAL OPPORTUNITY

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic. Any person having inquiries or complaints concerning Thomas Jefferson University's compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean, the Title IX Coordinator, or Human Resources – Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution's efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University's compliance with the equal opportunity laws.

COMMITMENT TO DIVERSITY

Jefferson holds itself accountable, at every level of the organization, to nurture an environment of inclusion and respect, by valuing the uniqueness of every individual, celebrating and reflecting the rich diversity of its communities, and taking meaningful action to cultivate an environment of fairness, belonging, and opportunity.

The Respiratory Therapy program reserves the right to amend, modify, rescind, or implement any policies, procedures, regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as contractual between or among the Program, its students or its employees or agents.

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INTRODUCTION

The primary goal of the Thomas Jefferson University Respiratory Therapy Program is to educate the next generation of respiratory therapists. This handbook outlines the requirements for students in the Bachelor's of Science in Respiratory Therapy (BSRT) Program at [Thomas Jefferson University](#) (TJU). It is vital for students to adhere to these policies and procedures. Violation of any of the policies and procedures discussed in this handbook may jeopardize student's status within the BSRT Program as well as patient safety and the program's reputation.

The [Jefferson College of Health Professions](#) in collaboration with [National Jewish Health](#) in Denver, Colorado offers a two-year curriculum leading to a Bachelor of Science degree in Respiratory Therapy (BSRT). The curriculum has two pathways. The *Entry Into Practice BSRT* pathway is designed for students interested in entering the profession of respiratory therapy. The curriculum consists of 120 credits of which 60 credits are general education/prerequisite courses and 60 credits are respiratory therapy foundational courses. Students may complete the general education and pre-requisite courses either at TJU or at a regionally accredited institution. The *Degree Advancement BSRT* pathway allows licensed Registered Respiratory Therapists (RRT) who have completed an associate degree in Respiratory Therapy at an accredited CoARC program to earn a BS in Respiratory Therapy. The program consists of 120 credits of which up to 80 transfer credits (including at least 40 credits of General Education courses) completed at a regionally accredited institution and 40 credits of respiratory therapy advanced courses and electives.

The BSRT Program is designed to provide students with a quality respiratory therapy education in addition to applicable skills in leadership, research and clinical specialization. Students are expected to participate in didactic classes and laboratories, and clinical training in various healthcare settings. Students in the Entry Into Practice BSRT program will complete hand-on clinical experience courses to develop competency, skills and knowledge in the practice of Respiratory Therapy with the support of appropriate clinical supervisors. As respiratory therapists, it is expected for professionals to think critically, communicate effectively, and make sound and ethical decisions. We expect students to conduct themselves in a professional manner with the highest degree of academic excellence, diligence, and professional and ethical standards.

Students in the BSRT program have very frequent interactions with faculty and other healthcare professionals such as physicians, nurses, and other therapists. It is essential for the students in the program to learn how to work collaboratively with all members of the healthcare team in identifying and solving problems related to respiratory diseases and disorders.

Welcome to our program. We are extremely excited to have the opportunity of further educating you as you aspire to either becoming a respiratory therapist or advancing your RT career.

UNIVERSITY MISSION

We Improve Lives.

We are a university with preeminence in transdisciplinary, experiential professional education, research and discovery, delivering exceptional value for 21st century students with excellence in architecture, business, design, engineering, fashion & textiles, health, science and social science - infused with the liberal arts.

COLLEGE OF HEALTH PROFESSIONS MISSION

The Jefferson College of Health Professions (JCHP) is committed to educating healthcare professionals of the highest quality and ethical standards for contemporary practice in the global community.

RESPIRATORY THERAPY PROGRAM MISSION

We improve lives by providing a high-quality academic program to produce competent respiratory therapy practitioners who can demonstrate the skills and knowledge required to meet the needs of the healthcare community, demonstrate leadership in improving clinical care, and contribute to research.

ACCREDITATION

Jefferson University is accredited by [Middle States Commission on Higher Education Accreditation](#) to award associate, bachelor's, master's, specialist, and doctoral degrees.

Middle State Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
(267) 284-5000
info@msche.org
<https://www.msche.org/>

The Bachelor of Science in Respiratory Therapy program (Entry Into Practice and Degree Advancement) at Thomas Jefferson University (TJU) is currently pursuing accreditation with the [Commission on Accreditation for Respiratory Care](#) (CoARC). The Commission on Accreditation for Respiratory Care has voted on and accepted our application for provisional accreditation and we received the initial Approval of Intent in July 2022. However, TJU can provide no assurance that accreditation will be granted by the CoARC.

Commission on Accreditation for Respiratory Care
264 Precision Blvd
Telford, TN 37690
(817) 283-2835
<https://www.coarc.com/>

PROGRAM GOALS AND OUTCOMES

Entry Into Practice BSRT program

The goals of the TJU Entry Into Practice BSRT program are:

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

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).

Upon successful completion of the Entry Into Practice BSRT program, the student will be able to:

- Demonstrate the clinical knowledge, including research-based knowledge, relevant to the role of a respiratory therapist (Cognitive Domain).
- Utilize creative critical thinking and problem-solving skills, especially when confronting more complex problems.
- Demonstrate professional attributes, interpersonal and inter-professional communication skills, and ethical and legal competence relevant to a bachelor's degree respiratory therapist (Affective Domain).
- Demonstrate technical proficiency in all skills necessary to fulfill the role of a respiratory therapist (Psychomotor Domain).

The expected outcomes of the Entry Into Practice BSRT program are that at least 85% of graduates (3-year average) will:

- Graduate on time
- Earn the credential of Registered Respiratory Therapist (RRT) within one year of graduation
- Obtain a respiratory therapy related position
- Complete the Graduate Satisfaction Survey with satisfactory responses in a timely manner (defined as a rating of 3 or higher on a 5-point Likert scale)
- Receive satisfactory responses on Employer Satisfaction Surveys (defined as a rating of 3 or higher on a 5-point Likert scale)

Degree Advancement BSRT program

The goal of the TJU Degree Advancement BSRT program is:

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

The Expected Student Learning Outcomes (ESLOs) for the Degree Advancement BSRT are:

- Demonstrate advanced knowledge in respiratory care and advanced competencies in clinical decision-making.
- Utilize creative critical thinking and problem-solving skills, especially when confronting more complex problems.
- Demonstrate ethical leadership, management, and professional practice attributes related to respiratory therapy.
- Evaluate the practice of evidence-based medicine within the scope of respiratory care and/or related to management, clinical practice and education.
- Utilize effective oral and written communication skills to collaborate in inter-professional teams and to educate patients, their families, and other healthcare professionals.

The expected outcomes of the Degree Advancement BSRT program are that at least 85% of graduates (3-year average) will:

- Graduate on time
- Complete the Graduate Satisfaction Survey with satisfactory responses in a timely manner (defined as a rating of 3 or higher on a 5-point Likert scale)
- Receive satisfactory responses on Employer Satisfaction Surveys (defined as a rating of 3 or higher on a 5-point Likert scale)

RESPIRATORY THERAPY PROGRAM PERSONNEL

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ADMISSION ACADEMIC REQUIREMENTS AND PROCEDURE

Entry Into Practice BSRT program

The Entry Into Practice Respiratory Therapy program at TJU is both competitive and selective. Thus, not every student who applies will be accepted into the program. Students wishing to enter the Entry Into Practice BSRT program must meet the following criteria for admission:

- Cumulative GPA of 3.0 is strongly recommended
- Completed the pre-requisite and general education courses listed in the table below

Prerequisite & General Education Course Requirements	Semester Credits
Chemistry I w/lab*	4
Anatomy & Physiology I* w/lab	4
Anatomy & Physiology II* w/lab	4
Microbiology w/ Lab*	4
Other Sciences*: Physics (strongly recommended but not required), Biology, Microbiology, Organic Chemistry, or upper-level biology or chemistry courses	8
Mathematics (Algebra, Precalculus, Calculus)	3
Statistics	3
English or Writing Intensive	6
Humanities: Philosophy, English, History, Art, Language	6
Ethics	3
Introduction to Psychology	3
Social Science: Anthropology, economics, political science, sociology	3
Medical Terminology	3
Free electives**	6

Prerequisite Coursework Requirements:

- All prerequisite courses must be completed at a regionally accredited institution or at TJU.
- Prerequisite courses are required to be completed with a grade of “C” or above.
- Non-science prerequisite credit can be earned through standardized tests such as AP, IB, and CLEP.
- Credits are calculated on a semester scale; if courses are taken on a quarter scale, they may not be equivalent. Please contact your admissions counselor with any questions.

* The Science courses must be completed within 10 years of enrollment to Jefferson

**Acceptable elective courses are theory-based—not performance-based—coursework. We will not accept coursework that is remedial or review in nature, or courses taken as Pass/Fail.

Application procedure:

To be considered for the Entry Into Practice BS in Respiratory Therapy program, students must submit:

- Either a [MyJefferson Application](#) or the [Common Application](#)
- An essay (750 words or less) describing the motivation for pursuing the BSRT program at TJU
- Official college transcripts from any college/university attended
- Signed Respiratory Therapy technical standards and essential functions form
- Complete criminal background check, child abuse clearance, drug testing and FBI fingerprinting
- Student interview with program

Degree Advancement BSRT program

Students wishing to enter the Degree Advancement BSRT program must meet the following criteria for admission:

- Associate degree in Respiratory Therapy/Care from a CoARC accredited program with no grade lower than a C for any respiratory-related course and a recommended cumulative GPA of 3.0.
- Completed at least 40 credits of general education and pre-requisite courses or plan to complete them prior to graduation from the program
- Current Registered Respiratory Therapist (RRT) credential (verified on the National Board for Respiratory Care (NBRC) Database).

Application procedure:

To be considered for the Degree Advancement BS in Respiratory Therapy program, students must submit:

- [MyJefferson Application](#)
- Proof of earned associate degree from a CoARC-accredited respiratory therapy program
- Official college transcripts from any college/university attended
- Proof of current NBRC Registered Respiratory Therapist (RRT) credential and be in good standing
- Proof of current and valid respiratory care practitioner state license

BSRT CURRICULA & COURSES

Entry Into Practice BSRT curriculum

The Entry Into Practice BS in Respiratory Therapy program consists of 120 credits:

- 60 credits of pre-requisite and general education courses are required for admission
- 60 credits of major respiratory therapy foundational courses (see below)

Year 1: Fall Semester

	Credits
RESP 300 Orientation to Respiratory Therapy	0
RESP 301 Cardiopulmonary Anatomy & Physiology	3
RESP 303 Pulmonary Function Testing w/lab	4
RESP 305 Respiratory Care Equipment & Techniques w/lab	4
RESP 307 Respiratory Pharmacology	3
	14

Year 1: Spring Semester

	Credits
RESP 309 Clinical Practicum I – Introduction to Respiratory Therapy	3
RESP 311 Introduction to Mechanical Ventilation w/lab	4
RESP 315 Neonatal/Pediatric Respiratory Care w/lab	4
RESP 317 Resp. Care for Special Populations (Home care, Transports, Geriatrics, etc.)	3
	14

Year 1: Summer Semester

	Credits
RESP 319 Clinical Practicum II	3
RESP 321 Advanced Ventilator Management w/lab	4
	7

Year 2: Fall Semester

	Credits
RESP 401 Critical Care	3
RESP 403 Clinical Practicum III	3
RESP 405 Pulmonary Disease Management	3
RESP 407 Fundamental of Respiratory Care Research	3
	12

Year 2: Spring Semester

	Credits
RESP 409 Current Issues in Respiratory Care	3
RESP 411 Clinical Practicum IV	3
RESP 413 Prep exam course	1
RESP 415 Teaching and Learning in Respiratory Care	3
RESP 417 Leadership and Management in Respiratory Care	3
	13

Degree Advancement BSRT curriculum

The Degree Advancement BS in Respiratory Therapy program consists of 120 credits:

- 80 credits of pre-requisite, general education, and basic respiratory therapy courses
- 40 credits of advanced respiratory therapy courses and electives (see below)

Year 1: Fall Semester

	Credits
RESP 351 Advanced Critical Care	3
RESP 353 Advanced Pulmonary Physiology	3
Elective*	2-3
	8-9

Year 1: Spring Semester

	Credits
RESP 355 Advanced Neonatal/Pediatric Respiratory Care	3
RESP 317 Respiratory Care for Special Populations	3
Elective*	3-4
	9-10

Year 1: Summer Semester

	Credits
RESP 361 Advanced Cardiopulmonary Support	3
Electives*	3-4
	6-7

Year 2: Fall Semester

	Credits
RESP 405 Pulmonary Disease Management	3
RESP 407 Fundamental of Respiratory Care Research	3
Elective*	2-3
	8-9

Year 2: Spring Semester

	Credits
RESP 409 Current Issues in Respiratory Care	3
RESP 415 Teaching and Learning in Respiratory Care	3

* Elective courses can be 2-4 credits; minimum 10 credits of elective courses required for graduation

Currently approved elective courses include, but are not limited to:

- LDSP 361 Leadership Theory & Practice (3cr) [Leadership Track]
- LDSP 365 Behavioral Dynamics in Organizations (3cr) [Leadership Track]
- LDSP 375 Leadership Development (3cr) [Leadership Track]
- CLC 340 Leading Diverse Organizations (3cr) [Leadership Track]
- CLC 350 Creative Leadership (3cr) [Leadership Track]
- CLC 360 Leadership in the Digital Age (3cr) [Leadership Track]
- PHIL 301 Healthcare Ethics (3cr) [Clinical Track]
- HSM 301 Health Systems and Policy (3cr) [Clinical Track]
- HSM 303 Business and Healthcare Law (3cr) [Clinical Track]
- HSM 350 Principles of Public Health & Epidemiology (3cr) [Clinical Track]

Respiratory Therapy Courses Descriptions

Course Number / Title	Description	Credits
RESP 300 Orientation to Respiratory Therapy	This course orients the student to the respiratory therapist practitioner's role on the health care team.	0
RESP 301 Cardiopulmonary Anatomy & Physiology	In-depth study of coronary and pulmonary anatomy and physiology. Emphasis will be placed on the heart-lung relationship within the context of ventilation, gas exchange physiology, acid-base regulation, exercise, and cardiopulmonary compensatory mechanisms.	3
RESP 303 Pulmonary Function Testing w/lab	Study of methods, instrumentation, standards, and clinical applications and interpretation of pulmonary function testing, monitoring, and blood gas analysis with emphasis on quality assurance. Emphasis will be placed on pulmonary function procedures and practices. In-person labs will allow hands-on, practical experience with pulmonary function testing.	4
RESP 305 Respiratory Care Equipment & Techniques w/lab	This course will prepare students for the clinical application of respiratory care equipment utilized in the hospital setting. Emphasis will be placed on introductory respiratory care procedures and practices. In-person labs will allow hands-on, practical experience with respiratory care equipment.	4

RESP 307 Respiratory Pharmacology	Introduction to the physiologic and pharmacologic basis of cardiopulmonary medications. Preparation, calculation of dosages, mixtures and general principles of pharmacology will be covered followed by an in-depth discussion of bronchoactive drugs, and drug groups related to the cardiopulmonary systems such as neuromuscular blocking agents, central nervous system depressants, cardiovascular agents and diuretics.	3
RESP 309 Clinical Practicum I – Introduction to Respiratory Therapy	Clinical Practicum 1 is designed to provide students with the opportunity to apply skills learned in previous coursework and observe clinical practice of respiratory therapy in a variety of acute care environments. Students will utilize skills learned in prerequisite course work in a safe and effective manner, with the guidance and mentorship of their clinical preceptors.	3
RESP 311 Introduction to Mechanical Ventilation w/lab	Study of various mechanical ventilators and device interfaces (artificial airways and masks), with emphasis placed on all aspects of the management of the patient-ventilator system. Emphasis will be placed on introductory mechanical ventilator procedures and practices. In-person labs will allow hands-on, practical experience with mechanical ventilators.	4
RESP 315 Neonatal/Pediatric Respiratory Care w/lab	In-depth study of theories, procedures, and equipment applicable to the delivery of respiratory therapy in neonatal and pediatric respiratory care. Emphasis will be placed on introductory neonatal and pediatric respiratory care. In-person labs will allow hands-on, practical experience with neonatal and pediatric respiratory care equipment.	4
RESP 317 Respiratory Care for Special Populations	This course is an in-depth study of theories, procedures and equipment applicable to the delivery of respiratory therapy in special populations. Topics to be covered include chronic respiratory disorders, sleep disorders, home respiratory care, community health, pulmonary rehabilitation, and long-term care.	3
RESP 319 Clinical Practicum II	Clinical Practicum II is designed to provide students with the opportunity to advance their skills in clinical practice of respiratory therapy in a variety of acute care environments. In addition, students will be introduced to the critical care environment and concepts of mechanical ventilation. Students will utilize skills learned in prior course work in a safe and effective manner, with the guidance and mentorship of their clinical preceptors.	3

RESP 321 Advanced Ventilator Management w/lab	Study of advanced ventilatory support, including: advanced modes (NAVA, APRV, PAV, ASV, etc.), high frequency ventilation, extracorporeal CO2 removal and extracorporeal membrane oxygenation.	4
RESP 401 Critical Care	This course is the study on a variety of topics in adult critical care, including cardiac emergencies, mechanical ventilation, vascular access and critical care drug therapy. Emphasis will be placed on diagnostic procedures, as well as invasive and non-invasive cardiopulmonary monitoring modalities. This course prepares students for better decision-making in the critical care setting.	3
RESP 403 Clinical Practicum III	Clinical Practicum III is designed to provide students with the opportunity to further advance their skills in clinical practice of respiratory therapy in a variety of acute care and adult critical care environments. In addition, students will build up on their experience in the critical care environment and concepts of mechanical ventilation. Students will utilize skills learned in prior course work in a safe and effective manner, with the guidance and mentorship of their clinical preceptors.	3
RESP 405 Pulmonary Disease Management	The focus of this course will be to study the etiology, pathophysiology, diagnosis, treatment and prognosis of common pulmonary diseases and conditions. Topics include post critical care management of acute respiratory distress syndrome, obstructive and restrictive pulmonary diseases, neoplastic disease of the lung, disordered breathing, cardiac and cardiovascular disorders, neurologic and neuromuscular disorders. Techniques shown to improve quality of life and associated disease management through education of patient (self-management) and of other care providers (care continuity) will be discussed.	3
RESP 407 Fundamentals of Respiratory Care Research	This course introduces the students to the fundamentals of research. Students will be exposed to the research process, evidence-based practices, research problems, methods, and designs utilized in respiratory care research, with emphasis on data collection, analysis, and presentation. Emphasis will be placed on application of research methodology in daily respiratory care practice.	3
RESP 409 Current Issues in Respiratory Care	This course prepares students to comprehend the current administrative, regulatory, legal, professional issues and current trends which influence respiratory therapy. Students are provided with a working knowledge of the national respiratory care organizations and their function within the	3

	profession. Current topics of clinical practice will also be discussed.	
RESP 411 Clinical Practicum IV	Clinical Practicum IV is designed to provide students with the opportunity to further advance their skills in clinical practice of respiratory therapy in a variety of acute care and adult critical care environments. In addition, students will build up on their experience in the neo-natal and pediatric care environments and concepts of neo-peds mechanical ventilation. Students will utilize skills learned in prior course work in a safe and effective manner, with the guidance and mentorship of their clinical preceptors.	3
RESP 413 Prep Exam course	This course is designed to prepare students to take the National Board for Respiratory Care (NBRC) Therapist Multiple Choice (TMC) and Clinical Simulation Exam (CSE). Students will be acquainted with the NBRC test matrix and complete the Self-Assessment Exam. Throughout the course, students will be provided with remediation and provided feedback for TMC and CSE success.	1
RESP 415 Teaching and Learning in Respiratory Care	This course prepares students to practice principles of teaching and learning in respiratory care. Emphasis will be placed on the educational roles and responsibilities of respiratory therapists in academic, community, and clinical settings. Students will develop strategies to apply teaching skills for current and future practice.	3
RESP 417 Leadership and Management in Respiratory Care	This course prepares the students to gain an understanding of various principles in management and leadership. Students will explore the management and leadership environment of a department, hospital, service organization, and health care programs. Emphasis will be placed on helping students identify their purpose in the healthcare setting.	3

PROGRAM TECHNICAL STANDARDS AND ESSENTIAL FUNCTIONS

Technical standards are the fundamental abilities that are required to complete the degree. These standards are determined by the competency, proficiency and/or skill standards set forth by the appropriate accrediting and professional organizations and apply to classroom, laboratory, and clinical environments. *Technical Standards* for this program are below:

- Ability to participate in online classroom learning and exchanges.
- Sufficient use of the senses of vision, hearing, somatic sensation, and motor movement necessary to learn and perform applicable laboratory and clinical procedures
- Sufficient cognitive and physical ability to comply with physical, chemical and biohazard precautions.

The use of an assistive device(s), program time extensions or other forms of support necessary to accomplish the requirements of the program are allowed. It is the responsibility of the student to request an appropriate accommodation. Such accommodation must be requested in a timely manner, and must be documented, reasonable, appropriate, and available to Thomas Jefferson University. The University will provide reasonable accommodations provided that such accommodations do not fundamentally alter the nature of the program and/or do not impose an undue hardship such as those that cause significant expense, difficulty or are unduly disruptive to the educational process.

The *Essential Functions* for the BS in Respiratory Therapy Program are the skills and competencies required of a respiratory therapist student, who is expected to:

- Assess patients' need for respiratory therapy by interviewing patients, performing limited physical examinations, reviewing existing clinical data, and recommending the collection of additional pertinent data;
- Perform cardiopulmonary diagnostic procedures, calculate test results, determine reliability, perform quality control, and evaluate implications of test results;
- Evaluate all clinical data to determine the appropriateness of the prescribed respiratory care, to participate in the development of the respiratory care plan, and to provide care using clinical patient care protocols;
- Select, assemble, and check for proper function, operation, and cleanliness of all equipment used in providing respiratory care;
- Be responsible for the transportation, set-up, calibration, maintenance, and quality assurance of respiratory care and pulmonary function testing equipment;
- Initiate and conduct therapeutic procedures, evaluate treatment efficacy, and modify prescribed therapeutic procedures to achieve one or more specific objectives in acute care, intensive care and life support, continuing care, and rehabilitation settings;
- Act as an assistant to the physician with special procedures such as bronchoscopy, invasive cardiovascular monitoring, insertion of chest tubes, etc.;
- Demonstrate the professional attributes of a member of the health care team including appropriate levels of confidence, cooperation, empathy, independence, initiative, judgment, maturity, organizational skills, ethics, and dependability;
- Respect and obey all pertinent laws and regulations and abide by the [AARC Code of Ethics](#);

- Maintain confidentiality and accuracy of patient records and communicate relevant information to other members of the health care team;
- Project a professional and healthful image, including appearance, courtesy, respect, self-control, honesty, punctuality, and responsibility.

Activities required of students in respiratory therapy include, but are not limited to: performing chest compressions, squeezing a bag while securing a face mask, identifying labels on medication vials, recognizing monitor alarms, obtaining arterial blood, and travelling between patients' rooms.

BACKGROUND CHECK, CHILD ABUSE CLEARANCE AND FINGERPRINTING REQUIREMENTS

Students who are offered admission to Entry Into Practice BSRT program are required to pass a criminal background check, drug testing, FBI fingerprinting, and child abuse clearance. Please consult with the Office of Admissions for clarification on required paperwork for admission. Additionally, some departments and/or programs within the College, as well as some clinical sites may require students to be fingerprinted and/or drug tested. The Office of Admissions, along with your academic program, will provide you with the appropriate information to complete these requirements.

To assist the student in completing these requirements, Jefferson has partnered with an agency, American Databank (Complio), that provides an online service that allows the process to be completed expeditiously, and works closely with students should follow-up questions arise. Once each requirement is fulfilled, American Databank will notify Jefferson by email that the process has been completed and whether the result is clear or requires further review. The student should retain a copy of each report as the clinical site may request that a copy be submitted at the time of placement.

Clinical rotation, fieldwork, and residency sites that require a criminal background check, child abuse clearance and/or fingerprinting may deny a student's participation in the clinical experience, rotation, fieldwork, or residency because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experiences for other reasons, including but not limited to failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences, rotations, fieldwork, or residencies is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in delay of graduation or the inability to graduate from the program.

Regardless of whether or not a student graduates from Jefferson, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

ACADEMIC STANDARDS AND POLICIES

While we have attempted to provide a comprehensive handbook, it does not stand alone. Students must also follow the academic policies and procedures of Thomas Jefferson University (TJU) and the Jefferson College of Health Professions (JCHP) as detailed in the [TJU catalog](#), [Jefferson College of Health Professions Student Handbook](#), and [TJU Graduate Policies & Procedures](#). It is the responsibility of students to be familiar with and observe these policies. *All policies apply to all students regardless of the location where the didactic, laboratory and clinical instruction occurs.*

Students are also required to satisfactorily meet all program specific academic and professional behavior standards. Additionally, it is the expectation that each student will conduct themselves in a manner compatible with the [University Community Standards](#).

Grading System

At the close of an academic term, each instructor assigns a letter grade indicating the quality of a student's work in the course. Grades are part of the student's permanent record. Once submitted and entered on the student's transcript, no changes will be made to this record, with the exception of entering the final grade to replace an "I" (Incomplete) or correcting an inappropriate grade (refer to Grade Appeal Process).

Grading Scale (Didactic)

Students are expected to earn a minimum grade of a C in all didactic/laboratory courses included in the program. Students who receive a grade below C in any didactic/laboratory courses must retake the course and undergo remediation and meet with their advisor at least once every two weeks. The following grading scale is used for all didactic/laboratory courses.

Letter Grade	Numeric Value	Quality Points	Letter Grade	Numeric Value	Quality Points
A	93-100	4.0	C+	77-79.99	2.3
A-	90-92.99	3.7	C	73-76.99	2.0
B+	87-89.99	3.3	C-	70-72.99	1.7
B	83-86.99	3.0	D	60-69.99	1.0
B-	80-82.99	2.7	F	Below 60	0.0
			WF		0.0

Grading Scale (Clinical)— Entry Into Practice BSRT

Based on each student's clinical performance, the following grades will be awarded at the conclusion of each clinical rotation:

P (PASS)

F (FAIL)

Students will be evaluated on their performance level during their time at the clinical site. Evaluation forms/daily activity logs will be submitted by the clinical preceptor and/or clinical

instructor weekly. The evaluation forms/daily activity logs will be reviewed by the Program Director (PD) and Director of Clinical Education (DCE). Identified clinical deficiencies will be addressed with the student on an individual basis at the time of the noted deficiency and/or upon review of the evaluation forms/daily activity logs. A ***clinical remediation plan*** will be developed based on the individual deficiencies, and may be discussed with clinical instructors and clinical preceptors. At the conclusion of each semester, the Director of Clinical Education (DCE) will review each student's clinical performance using a comprehensive evaluation form noting the student's competency level for each learning domain. Students will receive a pass or fail grade based on the evaluation results.

Clinical Remediation— Entry Into Practice BSRT

The Director of Clinical Education (DCE) will be in regular contact with the clinical sites, clinical instructors, and clinical preceptors regarding student performance. Based on evaluations/daily activity logs from clinical instructors and clinical preceptors, students who are performing below the expected clinical student learning outcomes will be placed on Clinical Remediation following the procedure described below:

1. A meeting will be scheduled between the student and the Director of Clinical Education (DCE) to review the expected student learning outcomes and the level of observed student performance. Clinical instructors and clinical preceptors may participate as needed.
2. Clinical remediation plans will include expected student learning outcomes and a timeline for demonstrated progression.
3. DCE will share the remediation plan with expected student learning outcomes and timelines with the student, and the Program Director.
4. The student will be informed that failure to follow the remediation plan and/or meet expected progression to attainment of student learning outcomes, may result in a Fail (F) grade and dismissal from the program.
5. Clinical remediation must be resolved before the end of the semester in order to successfully meet the student learning outcomes. If the remediation cannot be resolved, the student will receive a Fail (F) grade and be dismissed from the program.
6. In extraordinary cases, where the student fails to meet expected progression and attain the student learning outcomes as outlined in the clinical remediation plan, but has made significant progress toward achieving the learning outcomes, the Program Director (PD) and Director of Clinical Education (DCE) may recommend granting one additional semester to allow the student to follow the remediation plan and meet expected progression to attainment of student learning outcomes.

Repeating Didactic Courses

A student who receives a grade below C in any didactic course **required** for the BSRT program must repeat the course the next time it is offered. Student may be able to continue in their didactic courses but are prohibited from proceeding to any clinical applications course until the repeated course is passed with a C or above. Please note that repeating a course may increase time to degree.

To repeat a course, students must obtain approval prior to registration from the Program Director. Upon completion of the repeated course the subsequent grade earned will replace the initial grade in determination of cumulative grade point average (CGPA) and in assignment of academic credit;

however, the grade for the first attempt will remain on the student's transcript. If a student does not achieve a minimally acceptable grade necessary for progression (minimum C) after a course is repeated, they will be dismissed from the program.

Satisfactory Academic Standing and Continuous Enrollment

In order to remain in good academic standing and progress in the curriculum, students must maintain a minimum cumulative GPA (CGPA) of 3.0 and earn at least a C in all didactic/laboratory coursework.

Students in the Entry Into Practice BSRT program must earn a Pass (P) grade on all clinical courses. The Entry Into Practice respiratory therapy curriculum is designed to be delivered sequentially, where concepts and skills are introduced, expanded upon, and mastered across the program and where competencies are enhanced at different points across the curriculum. Therefore, to be most effective at delivering the requisite competencies in accordance with accreditation standards, students must be continuously enrolled from the point of matriculation until graduation unless a leave of absence is approved. If a personal or medical leave of absence is required, the leave must be approved and must not exceed one calendar year.

Requirements for Graduation

In order for students to qualify for graduation and receive their Bachelor of Science in Respiratory Therapy degree, they must have met or exceeded all the following requirements:

- Earn a minimum of 120 credits
- Complete at least 40 credits of general education and pre-requisite courses
- Maintain a minimum cumulative GPA of a 3.0
- Achieve a C or better in all didactic/laboratory coursework
- Earn a Pass grade on all clinical courses. [Only for Entry Into Practice BSRT]
- Completion of NBRC secure Therapist Multiple Choice (TMC SAE) tests. [Only for Entry Into Practice BSRT]
- Meet all financial obligations to the University
- Complete all University graduation application requirements

Academic Probation

Students' academic records are reviewed at the end of each term, to evaluate academic standing and satisfactory progress toward program requirements. Probation serves as notification to the student when problems in academic performance jeopardize a student's standing. Official notification of probation will be in writing and sent directly to the student.

Students enrolled in the BSRT program at TJU, who do not earn a minimum C grade in all didactic courses within the program and maintain a minimum CGPA of 3.0 at all times will be placed on Academic Probation for at least one semester.

Probation Related to GPA

Students who receive the minimum passing grade in their coursework but are placed on academic probation due to a cumulative GPA below 3.0 must achieve a cumulative GPA of 3.0 or above in the subsequent semester to return to good academic standing. If the students do not take a full

course load (12+ credits) in the subsequent semester, the probationary period may be extended beyond one semester.

At the end of the probationary period:

1. The student achieves the minimum 3.0 cumulative grade point average and is reinstated in good standing,
OR
2. The student fails to achieve the minimum 3.0 cumulative grade point average at the end of the probationary period and is dismissed from the program for academic underachievement.
OR
3. In extraordinary cases, where the student fails to achieve the minimum 3.0 cumulative grade point average at the end of the probationary period but has made significant progress toward achieving the minimum grade point average, the Program Director may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below 3.0, the student is dismissed for academic underachievement.

Probation Related to Grade in Didactic Courses

Students who are placed on academic probation due to a grade received in a didactic/laboratory course will remain on academic probation until the course can be repeated and the student earns a C or better in the repeated course. Students must also meet minimum 3.0 cumulative GPA requirements at the end of the semester in which the course is repeated, or the student will be dismissed from the program.

Please Note: While a grade of B- is considered a passing grade in the BSRT curriculum, consistently earned grades of a B- will make it more difficult to remain in good academic standing and achieve the minimum required 3.0 cumulative GPA to progress in the curriculum and meet graduation eligibility requirements. Students should consult with their academic advisor or program leadership regarding academic progress.

Grounds for Dismissal

Students' academic records are reviewed at the end of each term, to evaluate academic standing and satisfactory progress toward program requirements. Students will be dismissed from the BSRT program in case of:

- Failure to meet minimum 3.0 CGPA requirements and/or minimum C grade requirements in didactic courses at the end of the student's probationary period. This includes failure to earn a minimum C on a repeated course.
- Earn a grade below C in 3 or more didactic/laboratory courses
- Any Fail (F) grade in a clinical application course, unless extraordinary circumstances exist resulting in the Program Director and Director of Clinical Education granting an additional semester to allow the student to follow the remediation plan and meet expected progression to attainment of student learning outcomes. [Only for Entry Into Practice BSRT]

- Unprofessional behavior that violates program, College and/or University policy, inclusive of Community Standards.
- Dismissal by the clinical facility due to severe breaches of patient safety, patient rights, staff rights or safety, breaches of confidentiality, or other breaches of rules, ethics or standards. [Only for Entry Into Practice BSRT]

Because patient well-being is a major concern of TJU and the BSRT program, it is necessary that certain actions be taken when a student's clinical practice poses a potential threat to patient health, welfare or safety. Therefore, students in the Entry Into Practice BSRT program are subject to the regulations governing clinical practice and may be recommended for dismissal for unsafe clinical behavior. Unsafe clinical behavior includes but is not limited to: performing procedure without preceptor oversight, violating HIPAA, violating dress code, unprofessional conduct, and not reporting medical errors.

Official notification of dismissal will be in writing and sent directly to the student.

End-of-Program Competency Assessment Examination— Entry Into Practice BSRT

Before graduating, students in the Entry Into Practice BSRT program will be required to complete a series of comprehensive end-of-program examination assessments NBRC secure Therapist Multiple Choice (TMC SAE). The examinations will take place during the Spring semester of the senior year as part of RESP 413 Prep Exam Course. Students will successfully complete the TMC self-assessment examination (SAE) provided by the National Board for Respiratory Care (NBRC). Students will have the opportunity to complete SAE twice during the semester. Letter grades will not be provided based on exam outcomes, rather, students will provide faculty with test results and receive a pass/fail based on completed documentation. (see Requirements for Graduation). Students who do not pass the comprehensive self-assessment examinations (SAE) on their first attempt will be required to complete remediation during the semester and retake the exam. Those failing to attend or participate in remediation may be subject to dismissal from the program. Those students may reapply to the program (see Readmission Policy).

Readmission Policy

Matriculated students who have withdrawn (administratively or self-initiated) or who have been dismissed from the BSRT program may, within one (1) year of the withdrawal or dismissal, reapply by submitting a written request directly to the Program Director. Any student dismissed from the program because of academic underachievement and subsequently readmitted must achieve a minimum overall grade of C in any didactic/laboratory course and a P (Pass) overall grade for any clinical course in the following term. If the student fails to do so, the student will be dismissed and will not be readmitted back into the BSRT program again. The Program Director will indicate any additional specific requirements that the student must meet upon readmission.

Leave of Absence Policy

When personal circumstances necessitate a temporary absence from the program and return is evident, a personal or medical leave of absence may be granted to students who file the online Student Status Change form available on the University Office of the Registrar [website](#) (see [TJU Graduate Leave-of-Absence policy](#)). Normally, a leave will be granted for a period from one term

to a full academic year. Students considering a leave should first consult with the Program Director regarding possible effects on their academic progress. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a personal leave of absence. Students who fail to return at the end of the approved leave will have their status changed from leave of absence to withdrawal, and they will have to apply for readmission to return within one (1) year of the withdrawal.

For medical leaves of absence students must proceed through [Jefferson Occupational Health Network](#) (JOHN), which will notify the College of Health Professions. No medical leaves will be reviewed without endorsement of the Director of JOHN, or other physicians designated by the Director of JOHN. Medical Leave will be for a period of up to one year. A leave of more than a year's duration will be granted only under the most extraordinary circumstances and only after review by the Program Director.

A maximum of 2 personal leaves of absence will be approved for students during their entire program. After the student reaches the maximum number of leaves of absence, the student will be withdrawn from the program.

Time Limit to Degree Completion

The time to degree completion policy identifies a maximum time to degree of 4 years for full-time students for degree completion. This time period includes any leave of absence and deceleration. Any full time student not meeting graduation requirements for degree completion within 4 years of matriculation, will be administratively withdrawn from the program.

Grade Appeal Protocol

The grade appeal policy and procedure affords recourse to a student who believes evidence exists that an inaccurate final grade has been awarded under identified circumstances. For more information about the grade appeal policy and procedure, please review the [University Grade Appeal Protocol](#).

A student whose basis for dissatisfaction with a grade does not fall within this grade appeal policy may wish to review the [University Grievance Procedure](#).

Student Grievance Procedures

All members of the Thomas Jefferson University Community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure is intended to allow students this mode of expression.

For academic grievances within the program, students are encouraged to address the problem at the point closest to the issue, by attempting to resolve the dispute with the faculty or staff member involved with the issue. If dissatisfied with the outcome after meeting with the person closest to the issue, the student may meet with the Program Director and/or the JCHP Dean or Dean's Designee to reach a resolution.

For grievances external to the academic program, students should consult the [University Grievance Procedure](#).

Changes in Schedule: Course Drop/Add

Students who wish to revise their schedules after registration must complete a Drop/Add form and return it with the appropriate signatures to the University Office of the Registrar by emailing it to the following address University.Registrar@jefferson.edu. The last day to drop/add should be listed on the academic calendar. If not listed, students may drop before the third-class meeting.

Students who stop attending online classes or do not participate in online discussion without filing the required Schedule Change form will be responsible for the full payment of tuition and will receive a grade of F for the course. Verbal or written (email) notification to the course instructor does not constitute as an official course drop. Also, students who attend classes without properly registering will not receive credit for the course.

Students who stop attending or participating in-person classes without going through the official drop or withdrawal process will be responsible for the full payment of tuition and may receive a failing grade for the course. Verbal or written (email) notification to the course instructor or the University Office of the Registrar does not constitute an official course drop. Similarly, students enrolled in onsite programs who attend classes without properly registering or adding a course will not receive credits for the course. The addition of a student's name to the class list by an instructor does not constitute course enrollment.

All students should refer to Jefferson's Schedule Change policy in the [TJU Graduate Policies & Procedures handbook](#) for additional information.

Course Withdrawal

After the conclusion of the Drop/Add period, a student may withdraw from a course by completing a [Student Schedule Change form](#) from the University Office of the Registrar with an authorized signature of their program director in alignment with dates indicated in the academic calendar.

ADDITIONAL POLICIES AND PROCEDURES

Academic Advising

A primary role of the Program Director and the respiratory therapy faculty is to mentor students through the development process across the knowledge, skills and behavior domains of learning. Questions pertaining to the program, instruction, course selection and any related matters may be discussed with the Program Director. You are encouraged to schedule meetings with your Program Director whenever you need assistance or guidance throughout the program. If you require assistance beyond faculty advising, the University offers academic support and writing services through the [Office of Student Affairs](#), and counseling services through the [Student Personal Counseling Center](#).

Academic Calendar

Respiratory therapy courses will follow a 15-week academic calendar for Fall, Spring and Summer terms. Students can access the program's academic calendars on the Office of the registrar [website](#).

Academic Integrity Policy

Academic Integrity is the foundation of all Jefferson teaching, learning, and professional endeavors and is vital to advancing a culture of fairness, trust and respect. All members of the University community must maintain respect for the intellectual efforts of others and be honest in their own work, words, and ideas. The [University Policy on Academic Integrity](#) defines and describes the procedures for responding to charges of violations of academic integrity.

Advanced Placement (AP)

Thomas Jefferson University awards college credit to students who participated in the Advance Placement Program in high school and who took and achieved specific levels of learning on the Advanced Placement exams. For credit to be awarded it must be applicable to a student's program of study. Please note that when students submit Dual Enrollment credit for an AP course on a college transcript and also scores from the AP exam, Thomas Jefferson University will preference the dual enrollment course for awarding credit. Credit will not be awarded twice. Details about accepted AP scores for each specific exam can be found on the University Advanced Placement (AP) policy [website](#).

Attendance Regulations

Attendance is required for all didactic/laboratory classes for which a student is registered. The faculty, in conjunction with the academic program/department, determines attendance requirements for each course. These requirements along with the student learning outcomes of the course will be clearly outlined by the faculty at the beginning of each course.

Bloodborne Pathogen and Infections Disease Exposure— Entry Into Practice BSRT

Respiratory therapists and students may be exposed to infectious disease pathogens and patient blood or other bodily fluids when providing care. The use of personal protective equipment and implementation of transmission-based precautions is taught prior to attending clinical and practiced throughout the program. If/when exposures occur, it must be reported, as it is critical that the student is evaluated and treated if necessary.

Students who are exposed to another person's blood or bodily fluid during their clinical rotation should report to [Jefferson Occupational Health Network](#) (JOHN) as soon as possible after the exposure. If the exposure occurs after normal working hours, the student should report to Jefferson's Emergency Department. JOHN follows the Public Health Service's Guidelines for Exposure to HIV, Hepatitis C and Hepatitis B. If a student is on a rotation outside of Jefferson, they are advised to contact JOHN for direction. Students unable to return to JOHN or Jefferson's Emergency Department should be seen in the closest emergency department. Care for this visit is charged to the student's insurance. Further information regarding our exposure protocol may be viewed on the [Jefferson Occupational Health Network](#) (JOHN).

Code of Conduct

See [Community Standards](#) under University Policies.

Examination Policy for Online Courses

All didactic courses in the BSRT program are offered as online courses with a synchronous and asynchronous component. Online courses use the University's course management system, [Canvas](#). Processes are in place to verify that the student who registers for the online courses is the same student who participates in, completes and receives credit for that course.

Students taking examinations in an online course are expected to adhere to the Jefferson academic integrity policy. It is expected that the examination reflects one's own independent and individual work. Failure to abide by the academic integrity policy will result in academic sanctions up to and including dismissal from the program. LockDown Browser and Respondus Monitor are integrated with Canvas and will be used to deter cheating during online exams. LockDown Browser prevents students from printing, copying, or accessing other applications or webpages during an online exam. Respondus Monitor allows for remote proctoring of exams.

Office Hours

Faculty office hours have been selected to allow students to meet with their advisor and course faculty members. Weekly hours will be posted by each faculty member and listed in course syllabi. Students should feel free to meet with their instructors during these times as the need arises. If posted times are not feasible for the student, they should reach out to the faculty member to set up an appointment for another time.

Student Employment Policy

The BSRT program, especially the Entry Into Practice, is an intensive program. In addition to requiring class, laboratory, and clinical time, the individual study time commitment is extensive. Students who decide to work while enrolled in the program are strongly recommended not to commit to more than 24 hours per week of external work. The respiratory therapy program will not excuse students from class, laboratory or clinical experience due to employment schedules, including on-call. Absences and tardiness due to employment are not acceptable and will be subject to faculty review. Students are expected to meet their obligations to the course of study. For the safety of the patients, students arriving at the clinical site impaired in any way (fatigue, illness, drugs, alcohol, etc.) will be asked to leave the clinical setting and immediately reported to the Program Director for disciplinary action.

Student Health Requirements— Entry Into Practice BSRT

The BSRT program requires that all students meet specific prerequisite health screening requirements prior to matriculation. This includes immunizations, vaccinations and required screenings. In order for students to enter the clinical sites, they need to upload the appropriate documentation of completed health requirements to their Complio (American Date Bank) account or make arrangements with Occupational Health Network for Employees & Students to ensure that these requirements are met. There will be no exceptions granted to this policy. Students are responsible for any additional clearances requested by the university or clinical site.

Student Privacy Policy & Confidentiality of Student Records

Student records are held by the University in joint agreement with the student and the University for the benefit of the student. In such an agreement, the student's records are the property of the University but may be released upon the written request of the student. The records of the student are held in trust by the University and are maintained in a confidential manner.

All active student records are considered confidential and are kept in a locked file. The contents of a student's file are not revealed to any unauthorized person without the student's knowledge and written consent. Any records maintained by the clinical education sites concerning individual students in the Entry Into Practice BSRT program are subject to the same considerations regarding confidentiality, security and availability. For more information about students' rights regarding education records, please visit the [University Office of the Registrar](#) webpage.

Student Support Services

The Office of Student Affairs offers support to students in a variety of ways. Academic Support Services and the Student Writing Center offer workshops and one-on-one consultations to help guide students through their academic career. Students needing accommodations can also contact the Program Director to facilitate the Disability Accommodations process. Policy guidance can be found at: <http://www.jefferson.edu/university/academic-affairs/schools/student-affairs.html>

Student Work Policy at Clinical-- Entry Into Practice BSRT

Students in the Entry Into Practice BSRT program will be appropriately supervised at all times during their clinical education coursework and experiences. All student activities associated with the Respiratory Care Program while completing clinical rotations will be educational and training focused. Students cannot receive any form of remuneration during this educational/training experience. Additionally, the student cannot be used as a substitute for hired clinical, instructional, or administrative staff within the partnering hospital setting while enrolled in the BSRT program.

Transfer Policy

Thomas Jefferson University accepts Transfer Credit for college level courses previously taken and awarded grades of C or higher from other institutions of higher learning with accreditation recognized by Jefferson, in all modes of delivery. More details about transfer of credits can be found in the [TJU Graduate Policies and Procedures handbook](#).

Tuition/Fees

Annual tuition and fees rates are published on [TJU Tuition, Fees, and Room & Board](#) page. For Academic Year 2023-24 the tuition rates are the following:

- Entry Into Practice: \$750 per credit + fees
 - Estimated Out-of-Pocket Expenses
 - Books: \$1000
 - Therapist Multiple Choice SAE: \$100
 - Clinical Simulation SAE: \$140.00
 - Clearances: \$150.00 Clearances/Drug Testing
 - Scrubs: \$150
 - Stethoscope and Other Supplies: \$100

- Total: \$1640
- Degree Advancement: \$600 per credit + fees
 - Estimated Out-of-Pocket Expenses
 - Books: \$500

Tuition Refund

A student who withdraws, is dismissed for academic reasons or who is granted a leave of absence from the University is eligible for a tuition refund in accordance with the policy that is applicable to the corresponding academic year enrollment associated with their program. The [Tuition Refund Policy](#) is a university policy and can be found on the University Policies & Procedures Website.

Student Handbook Acknowledgement Form

Thomas Jefferson University BS in Respiratory Therapy

My signature below acknowledges receipt of the Respiratory Therapy Student Handbook. I understand that I am responsible for reading and abiding by the materials contained within the Respiratory Therapy Student Handbook, which contain important information needed during my student experiences at Thomas Jefferson University. Additionally, I understand that it is my responsibility to be familiar with and observe the policies and procedures of the Jefferson College of Health Professions and Thomas Jefferson University.

STUDENT NAME (Printed)

STUDENT SIGNATURE

DATE

APPENDIX

Student Daily Activity Record
RESP 309

**Appendix A: Student
Daily Activity Record**

	Preceptor Feedback		
	Satisfactory	Unsatisfactory	N/A
Medical Gas Delivery & Storage			
Low Flow Oxygen Systems			
· Transport with Oxygen			
Humidity & Aerosol Systems			
· Bubble Humidifier			
· Large Volume Nebulizer			
Infection Control Practices			
· Handwashing			
· Isolation Procedures			
Oxygen Analysis			
· Vital Signs			
· Patient Assessment			
· Pulse Oximetry			
Chest X-Ray Review			
Lung Expansion/Hyperinflation Therapy			
Airway Clearance Therapies			
Sleep Apnea Devices			
Medicated Aerosol Delivery & Devices			
· Small Volume Nebulizer			
· Metered Dose Inhaler			
· Dry Powder Inhaler			
· Soft Mist Inhaler			
Rapid Response & Basic Life Support			
Physician Interaction (number/minutes)			

Student Daily Activity Record
RESP 319

	Preceptor Feedback		N/A
	Satisfactory	Unsatisfactory	
High Flow Oxygen Systems			
Humidity & Aerosol Systems			
Oxygen Analysis			
Lung Expansion/Hyperinflation Therapy			
Airway Clearance Therapies			
Infection Control Practices			
· Handwashing			
· Isolation Procedures			
Intubation Assisting			
Initiation of Mechanical Ventilation			
Patient-Ventilator Assessment			
Ventilator Liberation			
Management of Artificial Airways			
Blood Gas & Critical Care Analyte Analysis			
Chest X-Ray Review			
Cardiovascular Monitoring			
Sleep Apnea Devices			
Medicated Aerosol Delivery & Devices			
· Small Volume Nebulizer			
· Metered Dose Inhaler			
· Dry Powder Inhaler			
· Soft Mist Inhaler			
Rapid Response & Basic Life Support			
Manual & Automatic Resuscitators			
Physician Interaction (number/minutes)			

Student Daily Activity Record
RESP 403

	Preceptor Feedback		N/A
	Satisfactory	Unsatisfactory	
High Flow Oxygen Systems			
Humidity & Aerosol Systems			
Oxygen Analysis			
Lung Expansion/Hyperinflation Therapy			
Pulmonary Function Testing			
Pulmonary Rehabilitation			
Airway Clearance Therapies			
Infection Control Practices			
· Handwashing			
· Isolation Procedures			
Emergency Department			
Intubation Assisting			
Initiation of Mechanical Ventilation			
Patient-Ventilator Assessment			
Ventilator Liberation			
Management of Artificial Airways			
Participation in bedside rounds			
Physician Interaction			
Non-invasive Positive Pressure Ventilation			
Management of Artificial Airways			
Blood Gas & Critical Care Analyte Analysis			
Bronchoscopy			
Chest X-Ray Review			
Intra-hospital patient transport			
Advanced Cardiovascular Monitoring			
Medicated Aerosol Delivery & Devices			
· Small Volume Nebulizer			
· Metered Dose Inhaler			
· Dry Powder Inhaler			
· Soft Mist Inhaler			
Rapid Response & Code Blue Response			
Manual & Automatic Resuscitators			
Physician Interaction (number/minutes)			

Student Daily Activity Record
RESP 411

	Preceptor Feedback		N/A
	Satisfactory	Unsatisfactory	
Oxygen Analysis			
Pulmonary Function Testing			
Pulmonary Rehabilitation			
Infection Control Practices			
· Handwashing			
· Isolation Procedures			
Emergency Department			
Intubation Assisting			
Initiation of Mechanical Ventilation			
Patient-Ventilator Assessment			
Ventilator Liberation			
Ventilator Liberation			
Participation in bedside rounds			
Physician Interaction			
Non-invasive Positive Pressure Ventilation			
Neo-natal & pediatric non-invasive modalities			
Blood Gas & Critical Care Analyte Analysis			
Bronchoscopy			
Chest X-Ray Review			
Intra-hospital patient transport			
Advanced Cardiovascular Monitoring			
VV & VA Extracorporeal Membrane Oxygenation			
Medicated Aerosol Delivery & Devices			
· Small Volume Nebulizer			
· Metered Dose Inhaler			
· Dry Powder Inhaler			
· Soft Mist Inhaler			
Manual & Automatic Resuscitators			
Rapid Response & Code Blue Response			
Physician Interaction (number/minutes)			

Preceptor/clinical instructor evaluation of student -- Completed at the end of each rotation	Clinical Site: Preceptor/Clinical Instructor: Location:				
	1 Strongly Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree
Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust.					
Student seeks opportunities to improve and maintain skills 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					
Avoid any form of conduct that is fraudulent					
Work to achieve and maintain respectful, functional, beneficial relationships and communication with all health professionals.					
Maintains composure, contains emotion in a stressful situation					

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>

STUDENT RESOURCES

The University provides resources, both academic and non-academic for students to assist throughout their academic career. These include, but are not limited to:

ACCOMMODATIONS-GENERAL

Thomas Jefferson University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Thomas Jefferson University will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all University sponsored activities and programs. It is the responsibility of the student to request an appropriate accommodation. For more information on disability accommodations, click [here](#).

- To request an accommodation, please contact the [Office of Student Affairs](#). The University will provide reasonable accommodations provided that such accommodations do not fundamentally alter the nature of the program and/or do not impose an undue hardship such as those that cause significant expense, difficulty or are unduly disruptive to the educational process.

ACADEMIC SUPPORT SERVICES

Academic Support Services are designed to help students maximize their academic success. Whether you are encountering more rigorous academic demands or just want to improve your overall approach to studying and learning, we encourage you to utilize the services available.

All Jefferson students may meet one-on-one for a consultation with a member of the Academic Support Services team. During an academic consultation we will collaborate with you to develop an individualized strategic approach to your academic studies. We can review time management and ways to develop more efficient and active study strategies. Additionally, we can make appropriate referrals to other on-campus support services including tutoring, workshops, career planning, and the counseling center as needed.

Academic Coaching is available through Academic Support Services as well. Academic Coaching provides students with the chance to meet regularly, usually weekly, with a member of our staff to set regular academic goals and deadlines, enhance academic skills, connect with motivation, and improve performance. In addition to individual appointments, Academic Support Services also offers workshops throughout the year. Please visit our workshop and webinars page for a list of other topics addressed and upcoming events. Faculty and student groups are always welcome to contact us to request a workshop designed to address a specific need.

The Academic Support Services staff are located on Center City's campus in the Edison Building, 18th Floor. Their contact number is (215) 503-6335 and they are open Monday through Friday from 8am – 5 pm; <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs.html>.

UNIVERSITY LIBRARY SYSTEM

All students have access to the University Library System online; however, each campus houses the following libraries:

- Center City: Scott Library - <http://library.jefferson.edu>
- East Falls: Gutman Library - <http://www.eastfalls.jefferson.edu/library>

STUDENT WRITING CENTER

The **Student Writing Center (SWC) at Jefferson's Center City Campus** serves matriculated students who attend classes in **Center City, Abington, or Dixon**, and those who are **distance/online learners in Center City-based programs through tutoring sessions and an Online Writing Lab that offers on-demand resources for student writers**. The mission of the Student Writing Center is to provide a welcoming and inclusive space for students to enhance their writing skills and gain confidence as an academic writer, especially in the health sciences.

Appointments are offered either in-person on the Center City Campus, or virtually. In-person appointments take place on the **18th floor of the Edison building** (130 S. 9th Street).

Their primary offerings are 30- and 60-minute tutoring sessions. In these sessions, you will work with your tutor to identify strengths and areas for development/improvement in your writing. Book a 30-minute session for a paper up to three pages long. Book a 60-minute session for a paper up to 10 pages long. If you have a longer document, please contact **Eileen.Cunniffe@Jefferson.edu** to determine how we can best support you with one or more appointments.

Distance learners meet with writing tutors virtually. **Center City-based students** should indicate their preference for in-person or virtual sessions in the "Special Instructions" field when making an appointment. We will do our best to accommodate your preference. However, please note that some writing tutors are only available for virtual appointments, because they do not work on campus. If you request an in-person appointment with a tutor who can only meet virtually, we will let you know. All of our tutors have experience with Zoom, and we have had good results with virtual appointments.

All appointments, whether in-person or virtual, include written feedback, if we receive your draft at least 2 hours in advance.

Virtual appointments are generally done through Zoom, although if a phone conversation is more convenient, just let us know. If your schedule does not allow for a live conversation, we can offer written feedback through email. **You do need to book an appointment with a tutor even for email feedback, to ensure we budget time to review your paper. Add a note in the "Special Instructions" field if you are requesting written feedback only.**

SAFETY AND SECURITY

Thomas Jefferson University is committed to the safety and security of our campus community. The Safety and Security staff on Jefferson Center City Campus can be reached at 215-955-8888, or in an emergency contact 911. You can also visit the Campus Security Department website at: <https://www.jefferson.edu/university/security.html>.

JEFFALERT EMERGENCY NOTIFICATION SYSTEM AND WEATHER EMERGENCIES

Students, faculty and staff are notified of Jefferson time sensitive emergencies, including weather, through the [JEFFAlert emergency notification system](#). To ensure that you are receiving the most up to date alerts, please ensure that you provide current personal contact information on Banner Web.

Students may also access up to date weather-related information on the Thomas Jefferson University website's main page during the weather condition. The Inclement Weather Policy can be found in the [TJU Student Handbook](#).

MENTAL HEALTH SERVICES

Emotional and mental well-being are essential to a healthy life. If a student experiences significant stressors that affects or impedes their success or a student feels they are having difficulty and needs personal counseling, the following resource provides free mental health services: Thomas Jefferson University- Center City Campus, Student Counseling Center, 33 S. Ninth Street, Suite 230, Philadelphia, PA 19107, Tel: 215-503-2817

<https://www.jefferson.edu/life-at-jefferson/health-wellness/counseling-center.html>

REGISTRAR

The registrar office oversees the management of student records. They assist students and faculty with registration, course scheduling, enrollment issues, and the graduation process. If a student needs to contact the registrar's office, they can visit their website at: <https://www.jefferson.edu/registrar.html> or email them at University.Registrar@jefferson.edu or call 215-503-8734 during their business hours Monday through Friday, 8:30 am – 5:00 pm.

FINANCIAL AID SERVICES

The Financial Aid Office at Thomas Jefferson University located at 1015 Walnut Street, Curtis Building, Suite 115, Philadelphia, PA 19107, assists students in securing federal, state, institutional and private funding to help meet the cost of education at Jefferson. We encourage you to apply for financial aid regardless of your financial circumstances, so that we can assist you with options that are available. We are committed to making high-quality, professional education affordable for every qualified student. If a student needs to contact the financial aid office, they can visit their website at: <https://www.jefferson.edu/tuition-and-financial-aid/financial-aid-office.html> or email them at Financial.Aid@jefferson.edu or call 215-955-2867.

Appendix E:
Grading Rubrics

Discussion Board Rubric

Criteria	Exceptional – 20 to 18 pts	Proficient – 17 to 15 pts	Developing – 14 to 12 pts	Unacceptable – 11 to 0 pts
Substance and Support of Initial Post	Initial post fully addresses the prompt and provides in-depth analysis and original thought. Post includes support from the course materials and other sources for arguments. Uses APA style in text and references.	Initial post addresses the prompt but would benefit from a more in-depth analysis or inclusion of more specific examples to course materials and other sources.	One of more of the following: Initial post did not fully address the prompt or was off topic. Post contained minimal analysis. Post contained minimal support.	One of more of the following: Initial post is missing. Post contained no analysis and/or support. Post contained profanity, offensive language, inappropriate or derogatory comments.
Quality and Quantity of Peer Response Posts	Student submitted substantive replies to at least 3 classmates' initial posts. Responses are well-supported by course materials and other credible sources, take the conversation in a new direction and use APA style in-text and references.	Student submitted substantive replies to at least 2 classmates' initial posts. Responses take the conversation in a new direction.	One or more of the following: Student posted 1 reply to a classmate's initial post. One or more responses is not substantive or does not take the conversation in a new direction.	One or more of the following: Student did not respond to any classmates' original posts. Student only replied to classmates in general, not to specific initial posts. Student merely agreed with classmates or repeated what classmate(s) said. Student only responded to the faculty member.
Timeliness and Engagement	Initial post was submitted by Wednesday, engaged in discussion on at least 4 days.	Initial post was submitted by Friday, engaged in discussion at least 2-3 days.	One or more the following: Initial post was submitted on Saturday or Sunday. All posts submitted on the same day.	One or more the following: Student did not submit any posts or posts were submitted after Sunday.
Writing Conventions	Posts contain 0-1 errors in these areas: clarity, grammar, spelling, punctuation, mechanics, colloquialisms, "text speak", APA style.	Posts contain 2-5 errors in these areas: clarity, grammar, spelling, punctuation, mechanics, colloquialisms, "text speak", APA style.	Posts contain 6-9 errors in these areas: clarity, grammar, spelling, punctuation, mechanics, colloquialisms, "text speak", APA style.	Posts contain 10 or more errors in these areas: clarity, grammar, spelling, punctuation, mechanics, colloquialisms, "text speak", APA style.

Bibliography Rubric						
Criteria	Ratings					Pts
Thesis/Topic	10 pts Clearly stated and appropriately focused.	8 pts Clearly stated but focus needed to be sharper. Guiding thesis statement for paper needs to be more clearly refined. Should be able to tell from thesis what exactly will be discussed throughout paper, in what order.	6 pts Thesis stated but not appropriately focused. Should be able to tell from thesis what exactly will be discussed throughout paper, in what order.	4 pts Thesis is inferred but not stated. Guiding thesis statement for paper needs to be more clearly stated in the introduction and indicate the order subtopics will be addressed.	0 pts No statement of thesis or objective for research observed.	10
Annotation	30 pts Summaries are complete, written in academic tone, and clearly synthesized.	20 pts Clear summary with some synthesizing, follows the main conclusions of each of the resources and each are somewhat synthesized and connected.	10 pts Somewhat clear summary of the main conclusion of each of the sources, but fails to synthesize, some connections.	5 pts Summarize resources, trouble focusing, no connections to topic and no synthesizing.	0 pts No Marks	30
Minimum of seven (7) articles or books from Gutman Library	30 pts Sources are current and clearly related to your topic. A variety of research sources written	20 pts Sources are partially current and somewhat related to your topic A variety of research	10 pts Sources cover your topic minimally but are less current and the relationship is not clear	5 pts Good sources, but only 4 included. 7-8 were required.	0 pts No Marks	30

databases Minimum of two (2) websites	at the appropriate level for this paper's purpose. The connection between your sources and your topic are clear.	sources & most written at the appropriate level for this paper's purpose. In most cases, the connection between your source & the topic is clear.	The sources selected are less varied, but most written at the appropriate level for this project's purpose. At times, the connection between the sources and your topic is unclear.			
References	15 pts 7 or more appropriate sources, properly APA formatted.	12 pts At least 5 appropriate sources. APA formatting needs adjustment.	9 pts At least 4 appropriate sources documented properly. References need to be in APA format.	6 pts At least 2 appropriate sources documented properly. Need 9 sources altogether, including scholarly sources in addition to web pages.	0 pts No observable effort in APA formatting. No references provided	15
Proofreading, Spelling, Grammar, APA Style	10 pts Less than 3 errors in spelling/grammar/proofreading, no first person, academic tone strong, less than 2 APA mistakes	8 pts More than 3; less than 6 errors in spelling/grammar/proofreading, mostly third person, academic tone somewhat strong, less than 3 APA mistakes	6 pts More than 6 errors, academic tone not present, point of view switching, more than 3 APA mistakes	4 pts Attempt is not proofread, more than 7 errors, no academic tone taken.	0 pts No Marks	15
						100

Research Paper Rubric						
Criteria	Ratings					Pts
Thesis/Topic	10 pts Clearly stated and appropriately focused.	8 pts Clearly stated but focus needed to be sharper. Guiding thesis statement for paper needs to be more clearly refined. Should be able to tell from thesis what exactly will be discussed throughout paper, in what order.	6 pts Thesis stated but not appropriately focused. Should be able to tell from thesis what exactly will be discussed throughout paper, in what order.	4 pts Thesis is inferred but not stated. Guiding thesis statement for paper needs to be more clearly stated in the introduction and indicate the order subtopics will be addressed.	0 pts No statement of thesis or objective for research observed.	10
Quality of Information/Resources	50 pts Information clearly related to the main topic, included consistent supporting details and/or examples.	40 pts Information clearly related to the main topic, provided adequate supporting details and/or examples.	30 pts Information clearly related to the main topic, provided some supporting details and/or examples.	20 pts Information related to the main topic, no details or examples provided.	0 pts Information had little or nothing to do with main topic.	50
Organization	20 pts Information is logically organized.	16 pts Information is adequately organized	12 pts Information is somewhat organized.	8 pts Obvious lack of organization.	0 pts No observable organization.	20

References	15 pts 7 or more appropriate sources, properly APA formatted.	12 pts At least 5 appropriate sources. APA formatting needs adjustment.	9 pts At least 4 appropriate sources documented properly. References need to be in APA format.	6 pts At least 2 appropriate sources documented properly. Need 9 sources altogether, including scholarly sources in addition to web pages.	0 pts No observable effort in APA formatting. No references provided	15
Proofreading, Spelling, Grammar, APA Style	10 pts Less than 3 errors in spelling/grammar/pr oofreading, no first person, academic tone strong, less than 2 APA mistakes	8 pts More than 3; less than 6 errors in spelling/grammar/pr oofreading, mostly third person, academic tone somewhat strong, less than 3 APA mistakes	6 pts More than 6 errors, academic tone not present, point of view switching, more than 3 APA mistakes	4 pts Attempt is not proofread, more than 7 errors, no academic tone taken.	0 pts No Marks	15
						100

Presentation Rubric

Criteria	Ratings					Pts
	Exceptional	Proficient	Developing	Unacceptable		
Content	30 pts Information clearly related to the main topic, included consistent supporting details and/or examples.	22 pts Information clearly related to the main topic, provided adequate supporting details and/or examples.	15 pts Information clearly related to the main topic, provided some supporting details and/or examples.	10 pts Information related to the main topic, no details or examples provided.	0 pts Information had little or nothing to do with main topic.	30
Organization	10 pts Information is logically organized.	8 pts Information is adequately organized	6 pts Information is somewhat organized.	4 pts Obvious lack of organization.	0 pts No observable organization.	10
Presentation	10 pts Information is well communicated, good language skills, effective use of PowerPoint	8 pts Information is adequately communicated, appropriate language skills, good use of PowerPoint	6 pts Information is somewhat communicated, unclear language, use of PowerPoint is minimal	4 pts Information is poorly communicated, poor language, use of PowerPoint is extremely poor	0 pts Presentation not submitted	10