

NDSU\Sanford Respiratory Care Program



Handbook

2025-2026

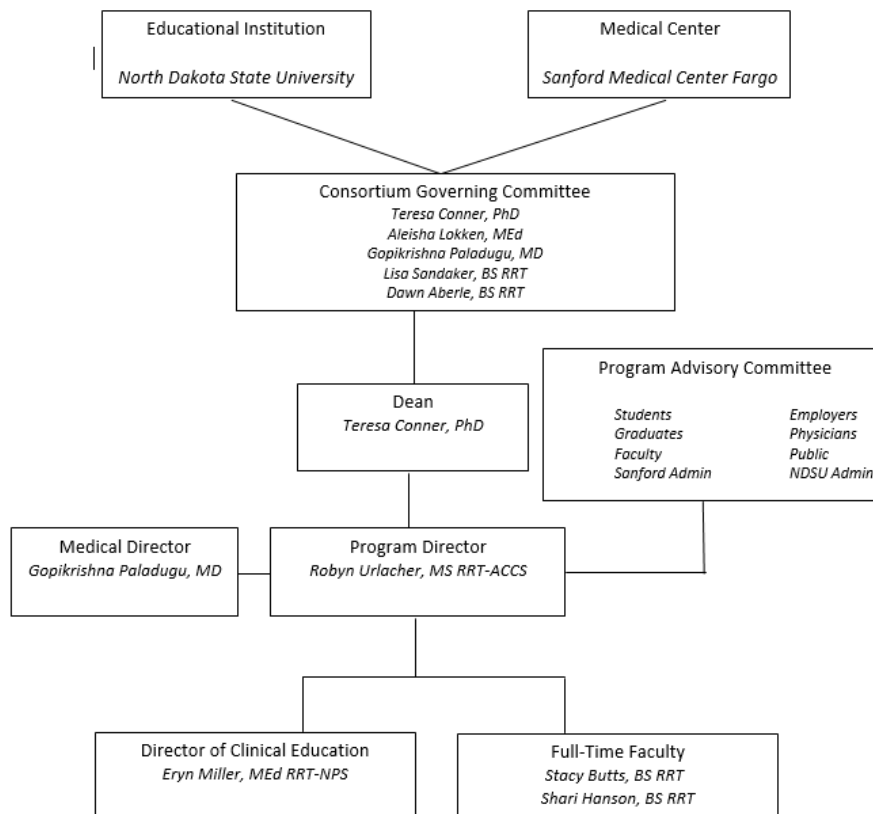
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GENERAL INFORMATION ABOUT THE PROFESSIONAL PROGRAM

Description: The NDSU/Sanford Respiratory Care Program, with a yearly enrollment of up to 12, offers students a curriculum that will lead to a registered respiratory therapist status in the profession of Respiratory Care. The program was established in April 1973 as a technician level program. In 1989, a consortium was established when the program became affiliated with North Dakota State University (NDSU) and changes were made so that a therapist level program was initiated. The consortium maintains a formal affiliation agreement which delineates responsibilities for all aspects of the program including instruction, supervision of students, resources, reporting, governance and lines of authority. The organizational chart below summarizes the relationship between program key personnel and staff, advisory committee and university and hospital administration.



The students attend classes at Sanford Medical Center Fargo and North Dakota State University. The first two years are spent taking general education requirements and program prerequisite course work at NDSU. Students will follow the curriculum guide in place at the time they declare the major. Students will meet with their academic advisor to create their own individualized plan of study. Courses required for the respiratory care major are listed on a curriculum guide in the NDSU undergraduate bulletin: <https://catalog.ndsu.edu/curriculum/undergraduate/respiratory-care-major/>

Once prerequisite courses are completed, students may apply for admission to the professional program at Sanford. The professional program at Sanford Medical Center Fargo starts in August of each year and continues for 15 months of didactic, laboratory, and clinical training in the practice of Respiratory Care.

Upon successful completion of all major and degree requirements, including the professional program, graduates will receive a certificate of completion from the professional program, and are awarded a Bachelor of Science degree, major in RC, and are eligible to take national credentialing examinations.

Purpose: It is the purpose of the program to prepare individuals with both the clinical experience and educational background to competently and effectively carry out the many modes of Respiratory Care under medical supervision. This clinical program prepares individuals to take the national examinations to become a Registered Respiratory Therapist.

During the first semester, emphasis is placed on developing an understanding of the basic sciences related to Respiratory Care and on identifying and applying basic Respiratory Care principles. During the spring and summer semesters, more complex aspects of Respiratory Care are presented. Throughout the 15-month internship, clinical experience in all patient care areas are completed.

Program Goals:

1. To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
2. 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 includes an area of clinical specialization.

Assessment of Program Goals: The Respiratory Care Program operates under the principle of outcome orientated education. This means that all program resources and outcomes are continually evaluated as to their effectiveness in allowing the school to reach its program goal of producing competent respiratory therapists. The students are very active in program evaluation and complete the following:

1. Course examinations and quizzes
2. Laboratory mid-term and final skills checkoffs
3. Clinical skills checkoffs
4. Course, instructor, and laboratory evaluations
5. Clinical rotation and preceptor evaluations
6. Post-clinical performance reviews
7. NBRC Mock Board Examinations
8. Program Exit Evaluations
9. CoARC Graduate Surveys (Post Graduation)
10. NBRC Board Examinations (Post Graduation)

An annual report (which is compiled using this information) is developed and used for continuing accreditation and improvement of the program.

INSTITUTIONAL ACCREDITATION

The educational sponsor of this entry into practice program must be a post-secondary academic institution accredited by an institutional accrediting agency recognized by the U.S. Department of Education. The educational sponsor must award program graduates a baccalaureate degree upon successful completion of their professional coursework and degree requirements. As the educational sponsor, NDSU maintains accreditation through the Higher Learning Commission (HLC), <https://www.hlcommission.org/>

The professional program: NDSU/Sanford Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), www.coarc.com. The mission of the CoARC is to ensure that high quality educational programs prepare respiratory therapists who are competent in the areas of practice, education, research and service.

PROFESSIONAL ORGANIZATIONS FOR RESPIRATORY CARE

National Board for Respiratory Care (NBRC): The National Board for Respiratory Care develops and administers the credentialing examinations for the Respiratory Care profession. All graduates of accredited programs may take these examinations, and most states require passing the examinations to practice Respiratory Care.

When developing these examinations, thousands of Respiratory Therapists (including managers, educators, and staff practitioners) are surveyed to determine the current scope of practice for entry-level practitioners and advanced-level practitioners. The scope of practice for entry-level is used to develop the certification (TMC) examination, and the scope of practice for advanced-level is used to develop the clinical simulation examinations (CSE). Each examination has a matrix which lists all content items to be tested. www.nbrc.org

As an advanced-level program, NDSU\Sanford Respiratory Care Program develops its curriculum to teach the student to perform all items identified on **both** the entry-level and advanced-level examinations.

Students gain practice in the NBRC examinations during the internship by taking several entry-level and clinical simulation mock board examinations and through course content in the Professional Issues course.

Upon successful completion of the internship and graduation, students will apply to take the entry-level (TMC) examination. Once this examination is successfully passed, the student will be granted the Certified Respiratory Therapist (CRT) credential and may apply for the advanced level clinical simulation examination to obtain the Registered Respiratory Therapist (RRT) credential. It should be the goal of all graduates of the program to take and pass these examinations as soon as possible after the internship is completed.

The NBRC also administers examinations that allow successful candidates to obtain certified and registered pulmonary function technologist status (CPFT and RPFT), Adult Critical Care Specialist (ACCS), Perinatal/Pediatric Specialist (NPS) and others. Effective in 2002, all individuals who acquire an NBRC credential (CRT, RRT, etc.) must become re-credentialed every five years. Specifics about the Credential Maintenance Program (CMP) will be covered in Professional Issues course in the final semester. Students are encouraged to contact the NBRC for more details.

American Association for Respiratory Care (AARC): The American Association for Respiratory Care is the leading national and international professional association for Respiratory Care. The AARC works with RTs to encourage, promote, and facilitate professional excellence. This is done by advancing the science and practice of Respiratory Care and serving as an advocate for patients and their families, the public, the profession, and each unique and individual respiratory therapist. All students in the professional program become members of the AARC early on the program.

North Dakota State Board of Respiratory Care (NDSBRC): In 1985, the North Dakota Legislative Assembly passed legislation to license respiratory care practitioners. In 2005, legislation passed to include licensure for registered polysomnographic technologists. The Governor of North Dakota appoints a state board of respiratory care, and it is the responsibility of that board to license respiratory therapists and registered polysomnographic technologists within the state of North Dakota.

Students must perform clinical work under the supervision/direction of a licensed Respiratory Therapist, and do not need an individual license to complete the requirements of the program. Under no circumstances may a student be used as a substitute for clinical, instructional or administrative staff. Students may not receive any form of remuneration in exchange for patient care provided as part of their training program. See the NDSBRC website (www.ndsbr.com) for more details.

ADMISSIONS

Admissions Policy Statement: The NDSU/Sanford Respiratory Care Program does not discriminate against applicants, provided that the applicant meets the qualifications as set forth by the Program.

Admissions Qualifications / Selection: Prospective students must have a high school diploma or its equivalent and must have pursued prerequisite college course work required in the major. The program admissions committee generally reviews the following areas:

- * College GPA
- * Program Prerequisites
- * Core Course GPA
- * Personal References
- * Related Work Experience
- * Interview Score

The application period is from January 1 to March 1 of each year. Students will be notified of acceptance in March. The Respiratory Care Program has an enrollment generally limited to 12. A student may apply for admission to the program no more than two times.

At times, the admission committee may decide to allow admission of an applicant on a conditional basis. In the acceptance letter, the applicant will be notified of what requirements still need to be met prior to the beginning of the program. Failure to successfully complete any of these requirements will result in forfeiture of their position in the Respiratory Care program. Academic deficiency through NDSU will jeopardize their continued enrollment in the Respiratory Care Program.

Technical Standards: Technical standards will be utilized to identify which students will need assistance in performing tasks and to identify students who would be unable to perform the job of Respiratory Therapist prior to program entry.

Physical, motor and tactile requirements

- Stand and walk for extended periods of time.
- Mobility and strength to assist in patient transfers and position changes
- Move (push and or pull) and carry equipment for use in patient care areas
- Perform multiple motor tasks simultaneously
- Possess fine motor skills, manual dexterity and steady arm/hand movements (i.e., manipulating equipment, documentation, collecting blood specimens, etc.).
- Possess tactile ability sufficient to assess patient (i.e., palpate pulse, distinguish temperature differences, firmness, etc.)

Visual acuity requirements

- Monitor and assess patients and equipment function
- Read written and printed words, fine print, digital displays, gauges, etc.
- Differentiate colors and shades

Speaking and hearing requirements

- Communicate effectively with patients and personnel, both face-to-face and via phone
- Hear and understand patients, visitors and personnel
- Hear audible alarms and instrument alert signals
- Detect and differentiate patient breath sounds, heart tones, etc

Interactive Requirements

- Follow written and oral instructions
- Comply with institutional dress code, including specific dress requirements of unique patient care units (i.e. surgical attire in the operating room, short sleeves in the NICU, etc.)
- Comply with infection prevention strategies, including hand hygiene, personal protective equipment (PPE), isolation procedures, etc.

- Exhibit empathy, compassion, integrity and concern for patients, visitors and personnel
- Accept constructive criticism and implement suggestions to improve performance
- Maintain patient confidentiality, honesty and ethical standards
- Manage time, organize workload and meet deadlines
- Exercise good judgment in responding to emergency situations
- Function effectively in high stress environments

Advanced Standing: NDSU\Sanford Respiratory Care Program looks for prior education and experiences in Respiratory Care and seeks to place each applicant within the curriculum. This allows for some flexibility in scheduling. Applicants with previous educational and work experience who wish to enroll as advanced students in the Respiratory Care Program must follow general policy and requirements for admission to the Program. Upon acceptance, applicants must indicate which of the following methods will be used.

1. How advanced standing is granted:
 - a. Students are awarded credit for non-Respiratory Care classes taken at any university, providing these classes are transferable. Only those classes that are equitable to, and required by the Respiratory Care program, are accepted as credit toward a degree in Respiratory Care. The student is responsible for all university courses required by the Respiratory Care Program.
 - b. Students may be awarded credit for Respiratory Care classes taken at another school, providing those classes have been granted postsecondary institution credit and are equitable to the respective courses offered by our program.
 - c. Students may elect to "test out" of the various Respiratory Care didactic classes. This is accomplished using challenge examinations. Prior to taking the challenge examination the student will receive the outline and behavioral objectives for the course. The challenge examination for each individual class is very similar to the midterm and/or final tests given to other students. The minimum acceptable grade is a "C". Any course challenged in which the student does not receive the minimum grade of "C" must be taken at the regular time with the other students in the program. A student who passes a challenge examination is not required to attend that class but is still responsible for all materials listed in the outline.
 - d. Fee structure for challenging courses is outlined in the NDSU Bulletin.
2. Clinical rotations are completed at the same time as other students.
3. All inquiries concerning advanced standing should be directed to the Program Director.

Transfer of credits: The Office of Registration and Records administers the NDSU policies governing the acceptance of college credit from outside institutions. Full details are available at: <https://catalog.ndsu.edu/academic-policies/undergraduate-policies/transfer-test-credit/#text> . These requirements apply to returning students who have attended other institutions, as well as new NDSU students. Before credits may be evaluated for specific NDSU course equivalencies or application to programs of study, transfer courses will be accepted for university credit according to the following criteria:

1. College-level coursework from institutions recognized by the United States Department of Education or the American Council on Education (ACE) National Guide are eligible for acceptance in transfer with receipt of official transcript or score report.
2. Course repeats
 - a. Courses repeated elsewhere prior to attending NDSU will be accepted in transfer as indicated on the transferring institution's official transcript. Transfer courses taken from multiple institutions that have the same NDSU equivalent will be considered as a repeated course, and only the most recent attempted course will be accepted for transfer.
 - b. A student may repeat classes elsewhere that were previously completed at NDSU. The repeat course credits is recorded on the NDSU transcript, but the grades and honor points are not calculated into the NDSU cumulative GPA. Refer to the Repeated Courses policy for complete information.

3. Credit for a remedial course is not accepted for transfer if the course is remedial by definition of the transferring institution or if it is equivalent to a remedial course at NDSU. Remedial courses may, however, fulfill prerequisite requirements, if applicable.
4. Credit awarded by a transfer institution through examination, placement or prior learning credit will not be accepted.
5. The Office of Registration and Records determines the applicability of transfer credit toward NDSU general education requirements according to institutional and North Dakota University System guidelines. (See also General Education Administrative Policies.)
6. College-level credits that do not have course equivalents at NDSU will be accepted as electives and may count only toward total credits. An academic department may determine whether these electives satisfy specific curricular requirements through the course substitution process.
7. NDSU requires that a minimum of 36 credits toward a baccalaureate degree be earned at the junior or senior (300- and 400-level) level. Therefore, while a freshman- or sophomore-level (100- or 200-level) course transferred from another institution may satisfy a specific upper-level program requirement at NDSU, that course will not be counted toward the 36-credit upper-division degree requirement.
8. Transfer grades are recorded but not computed in the institutional cumulative GPA at NDSU. Transfer grades are used only for purposes of admission to the University, admission to certain programs, and for some scholarships and financial aid.
9. All letter grades will be accepted by the university; however, many colleges and departments have standards to determine course applicability toward their respective degree programs. Transfer grades will be converted to the NDSU grading option.
10. The name of transfer institutions and total credits accepted by NDSU will be indicated on the official transcript. Individual transfer courses are not detailed on the official transcript but are provided in the academic requirements report after admission to the university.
11. Transfer credits are converted to semester credits, if applicable.

PROGRAM PERSONNEL AND STRUCTURE

Advisory Committee: The purpose of the Advisory Committee (AC) is to provide program personnel with the opportunity to improve the program, evaluate program goals, recruit qualified students and meet employment needs of the community. Discussions with members of its communities of interest occur at meetings of the AC. The responsibilities of the AC are reviewed at least annually with the members. The PD and DCE participate in the meetings as non-voting members.

The Advisory Committee should include representation of the program's communities of interest which include, but are not limited to, students, graduates, faculty, university administration, employers, physicians and the public. The committee must meet at least annually to assist program and sponsor personnel in their evaluation of the curriculum, program outcomes, technical standards, and to consider the addition of/change of optional program goals and to be made aware of any substantive changes reported to the CoARC.

A Student Affairs Committee, a sub-committee of the Advisory Committee, will meet annually to assist with the admissions process/selection of interns and meet as needed for student academic or conduct concerns/violations.

Faculty: The Program must provide appropriately credentialed and qualified faculty to provide didactic and laboratory training.

1. Medical Director: Gopikrishna Paladugu, MD
 - a. Provides medical guidance and assists program faculty in ensuring didactic, laboratory and clinical instruction meets current practice guidelines.
2. Program Director: Robyn Urlacher, MS RRT-ACCS
 - a. Provides effective leadership for the program including responsibility for communication, ongoing program planning and assessment, and fiscal management, and didactic instruction.
3. Director of Clinical Education: Eryn Miller, MEd RRT-NPS
 - a. Provides didactic instruction and effective leadership in developing, conducting and ongoing assessment of clinical education.
4. Instructors: Stacy Butts, BS RRT and Shari Hanson, BS RRT
 - a. Provide instruction and evaluation in the didactic and laboratory settings. Instructors may assist with clinical supervision if needed.

Clinical Faculty: In addition to the program faculty, there must be sufficient personnel to provide effective instruction and evaluation in the clinical setting.

1. When program faculty functions as clinical instructors, the student to faculty ratio will not exceed 6:1.
2. When clinical affiliate medical professionals function as clinical preceptors, the student to preceptor ratio will not exceed 2:1.
 - a. The DCE provides orientation to clinical precepting for all new preceptors and provides ongoing feedback and communication to preceptors at all clinical sites.

Other Personnel:

1. Academic advisor: All pre-professional students are assigned and work with an academic advisor. Upon acceptance to the professional program, the students transition to a professional student advisor for the duration of the professional program. This advisor serves as the students' main source of contact on campus during the professional program. For more information or to connect with an academic advisor through Bison Advise: <https://career-advising.ndsu.edu/bison-advise-for-students/>
2. Administrative support: The Allied Sciences department provides clerical support as needed, to include maintaining student records, student correspondence, meeting scheduling and other tasks as requested.

CURRICULUM

Curriculum Planning: NDSU provides professional program prerequisites and general education courses during the first two years (some variations for transfers, etc). These courses include, but are not limited to oral and written communication, social/behavioral sciences, natural sciences, fine arts, humanities and cultural diversity courses. The Professional Program faculty shall plan and implement the entire professional program curriculum, consistent with the Accreditation Standards for the Profession of Respiratory Care as adopted by CoARC. Sanford will provide all didactic and clinical faculty, as well as classroom, laboratory and clinical facilities and equipment. Curriculum content, which is based upon the NBRC CRT and RRT exam matrices (www.nbrc.org), is reviewed periodically to ensure it is consistent with duties performed by Registered Respiratory Therapists entering the workforce. Additionally, the program faculty conduct a thorough review of curriculum any time a new examination matrix is published, approximately every 5 years.

Core Competencies: CoARC defines five essential core competencies expected of all respiratory care students. These core competencies serve as pillars ensuring graduates acquire the essential skills, knowledge, behaviors and abilities to provide high-quality respiratory care and achieve success in the profession.

1. All graduates must be proficient in performing evidence-based diagnostic and therapeutic procedures essential for a Registered Respiratory Therapist entering practice. Bachelor's degree graduates must demonstrate additional proficiency in one or more of the following areas: leadership, education, research, and/or advanced clinical skills while performing diagnostic and therapeutic procedures of an RRT.
2. All graduates must demonstrate the ability to find, evaluate, use, and communicate information to develop a respiratory care plan. Bachelor's degree graduates must demonstrate additional proficiency by applying information to improve outcomes in one or more of the following areas: expanded clinical practice, education, research, or leadership.
3. All graduates must demonstrate critical thinking and problem-solving to arrive at evidence-based decisions that prioritize patient needs, available resources, and social context. Bachelor's degree graduates must demonstrate additional proficiency in applying sound reasoning and judgment in one or more of the following areas: implementing research, education, and/or leadership strategies.
4. All graduates must demonstrate ethical decision-making skills and an understanding of professional identity and responsibility. Bachelor's degree graduates must demonstrate additional proficiency in navigating ethical challenges and upholding their professional responsibilities in one or more of the following areas: educational, research, and/or leadership settings.
5. All graduates must be able to function proficiently within interprofessional teams and communicate in a responsive, responsible, respectful, and compassionate manner that meets the needs of the patient, caregiver, and other healthcare professionals. Bachelor's degree graduates must demonstrate additional proficiency in one or more of the following areas: applying evidence-based practices, conducting research, educating others, and/or using shared leadership abilities to support team effectiveness

Degree Map: Students will work with their advisors on their individualized degree plan, but the following is a typical pathway by which students earn the BS in Respiratory Care at NDSU.

YEAR ONE		
Fall (16 credits)	Spring (16 credits)	Summer (0 credits)
ASCI 190 Critical Thinking, Academic & Professional Skills (3)	BIOC 260 Elements of Biochemistry (4)	
CHEM 117 Chemical Concepts & Applications (3)	STAT 330 Introductory Statistics (3)	
CHEM 117L Chem Concepts & Applications Lab (1)	Micro 202 Introductory Microbiology (2)	
CSCI 114 Computer Applications (3)	Micro 202L Introductory Microbiology Lab (1)	
ENGL 110 College Composition I (3)	ENGL 120 College Composition II (3)	
MATH 103 College Algebra (3)	PHRM 170 Common Diseases, Prevention and Treatment (2)	
	ASCI 125 Medical Terminology for Health Professions (1)	
YEAR TWO		
Fall (17 credits)	Spring (16 credits)	Summer (3 credits)
RC 200 Introduction to Respiratory Care (1)	BIOL 221 Human Anatomy & Physiology II (3)	ENGL 3XX Gen Ed Upper Division Writing (3)

BIOL 220 Human Anatomy & Physiology I (3)	BIOL 221L Human Anatomy & Physiology II Lab (1)	
BIOL 220L Human Anatomy & Physiology I (1)	PHYS 120 Fundamentals of Physics (3)	
PSYC 111 Introduction to Psychology (3)	XXX Special Elective (dept approved) (3)	
XXX Special Elective (dept approved) (3)	XXX Gen Ed Humanities/Fine Arts (3)	
XXX Gen Ed Social & Behavioral Sciences and Global Perspectives (3)	XXX Gen Ed Humanities/Fine Arts/Cultural Diversity (3)	
COMM 110 Fundamentals of Public Speaking (3)		
YEAR THREE		
Fall (15 credits -- Professional Program)	Spring (15 credits -- Professional Program)	Summer (13 credits -- Professional Program)
RC 401 Cardiopulmonary Anatomy & Physiology (4)	RC 411 Respiratory Care in the Critical Care Setting (3)	RC 421 Airway Management (2)
RC 402 Gas/Humidity/Aerosol Therapy (3)	RC 412 Mechanical Ventilation I (2)	RC 422 Respiratory Care in Emergency Settings (1)
RC 403 Pharmacology (3)	RC 413 Pathology I (2)	RC 423 Mechanical Ventilation II (3)
RC 404 General Respiratory Care & Assessment (3)	RC 414 Airway Clearance & Lung Expansion Therapies (2)	RC 424 Pathology II (2)
RC 405 Respiratory Skills Lab I (1)	RC 415 Neonatal/Pediatrics I (2)	RC 425 Neonatal/Pediatrics II (2)
RC 406 Clinical I (1)	RC 416 Respiratory Skills Lab II (1)	RC 426 Pulmonary Diagnostics (1)
	RC 417 Clinical II (3)	RC 427 Respiratory Care in Alternative Settings (1)
		RC 428 Respiratory Skills Lab III (1)
YEAR FOUR		
Fall (12) credits -- Professional Program)		
RC 431 Clinical III (5)		
RC 432 Professionalism in Respiratory Care (3)		
RC 494 Respiratory Care Specialty (4)		

Professional Program Curriculum Description and Structure: The three major components to the professional program curriculum are classroom, laboratory, and clinical instruction. Students are initially taught concepts, techniques, and procedures in the classroom setting. Students will be provided with a detailed syllabus for each program course. The instructor will explain the attendance and grading policies for a course in initial class meetings. Adjunct NDSU faculty in the NDSU/Sanford Respiratory Care Program create, coordinate and administer all curriculum during the professional program, based on CoARC Standards and current NBRC Respiratory Therapy exam matrices.

Laboratory time is provided each week for the student to develop proficiency in related procedures, for which competency will be assessed by preceptors during clinical rotations. Students will be provided with objectives for each laboratory session. Laboratory time is designed to correlate with the classroom instruction and allow the student to develop and demonstrate proficiency in techniques and procedures.

Students will be provided with objectives for each clinical rotation. Clinical rotations provide the students with the opportunity to gain experience in all areas of patient care, under the supervision of a clinical preceptor. Competencies in specific procedures are required for each rotation. Records of competency checkoffs are kept on a clinical check-off form.

2025-2026 Professional Program Schedule

Class/Lab Sessions	Clinical Sessions
Fall Session: August 25 – November 7 1. Advanced Anatomy & Physiology (4) 2. Gas/Humidity/Aerosol Therapy(3) 3. Pharmacology (3) 4. General Resp Care & Assessment (3) 5. Skills Lab I (1) CLASS/LAB CREDITS - 14 * Orientation: August 20-21 * Classes Begin August 25	Clinical I: November 9 – December 20 1. Adult Respiratory Care (4 wks) 2. Lead Therapist/ED (1 wk) CLINICAL CREDITS - 1 (Fall Semester) * Fall break: November 26-28 * Holiday Break: December 21 – January 4 TOTAL FALL SEMESTER CREDITS – 15
Spring Session: January 5 – March 6 1. RC in the Critical Care Setting (3) 2. Mechanical Ventilation I (2) 3. Pathology I (2) 4. Airway Clearance & Lung Expansion (2) 5. Neonatal / Pediatrics I (2) 6. Skills Lab II (1) CLASS/LAB CREDITS - 12	Clinical II: March 8 – May 9 1. Adult ICU Respiratory Care (3 wks) 2. Children's Respiratory Care (2 wks) 3. Essentia Health (1 wk) 4. Lead Therapist (1 wk) 5. Pulmonary Medicine Clinic (1 wk) 6. Pulmonary Rehab (1 wk) CLINICAL CREDITS - 3 (Spring Semester) * Spring Break: one week in Clinical II TOTAL SPRING SEMESTER CREDITS – 15
Summer Session: May 11 – July 17 1. Airway Management (2) 2. Mechanical Ventilation II (3) 3. Pathology II (2) 4. Neonatal / Pediatrics II (2) 5. RC in Emergency Settings (1) 6. Pulmonary Diagnostics (1) 7. RC in Alternative Settings (1) 8. Skills Lab III (1) TOTAL SUMMER SEMESTER CREDITS – 13 *Summer Break: one week in Clinical III	Fall Session Clinical III: July 19 – October 31 1. Adult Respiratory Care (3 wks) 2. Anesthesia/OR (1 wk) 3. Children's Respiratory Care (4 wks) 4. Critical Care Interdisciplinary Rounds (1 wk) 5. Metro Medical Center (1 wk) 6. Home Care (1 wk) 7. Pulmonary Medicine (1 wk) 8. Pulmonary Function Testing (1 wk) 9. Sleep Medicine (1 wk) 10. Disease Management (1 wk) CLINICAL CREDITS – 5 Professionalism in Resp Care (3) *RC 494 Independent Study (4) * NDSU Graduation: December 18, 2026 * Program Graduation Reception: December 17, 2026 TOTAL FALL SEMESTER CREDITS – 12

- * RC 494 (4 Credits) includes clinical specialty hours (160) and research project
These hours may be completed Nov 1-Dec 10, 2026, or during the following spring semester at NDSU.

Professional Program Course Descriptions:

Block I

1. **Cardiopulmonary Anatomy and Physiology:** A detailed study of anatomy and physiology of the cardiopulmonary system. Principles of chemistry and physics, which are applicable to the pulmonary and cardiac systems, are covered. Special topics include renal anatomy and physiology, fetal growth and development, effects of aging and exercise on the cardiopulmonary system, effects of altitude on the cardiopulmonary system, and physiology of sleep.
2. **Gas/Humidity/Aerosol Therapy:** A detailed study of the production of medical gases, their storage, and delivery systems in the hospital. Medical gas outlets, regulators, and flowmeters are presented in detail. Techniques, equipment, and physical laws relative to the administration of medical gases for various medical conditions are present. A study of the terminology, concepts, operation, service, and maintenance of humidity and aerosol equipment will also be included in this course.
3. **Pharmacology:** A survey of drugs affecting the cardiopulmonary system. Included are sympathomimetics, parasympatholytics, methylxanthines, mucolytics, steroids, and antibiotics. Systems of drug distribution and delivery are discussed.
4. **General Patient Care & Assessment:** A survey of various aspects of medical care including: basic pulmonary assessment, lab and vital sign review and procedures completed by respiratory therapists. The theory and practice of utilizing invasive and noninvasive monitoring techniques, procedures for obtaining blood samples and blood sample analysis will be reviewed.
5. **Respiratory Skills Lab I:** Parallel instruction with the classes of respiratory assessment and gas/humidity/aerosol therapy. The student is able to develop psychomotor skills necessary to become proficient in the above named course areas.
6. **Clinical I:** Supervised clinical experience designed to introduce the student to the health care environment and gain a general understanding of the techniques, procedures, and equipment used in the treatment of adult patients with respiratory disease. Weekly clinical meetings will provide time for presentation and discussion of patient cases.
 - a. Adult RC (4 weeks): Focus on adult general respiratory care patients.
 - b. Lead Therapist (1 week): Focus on shift assignments and shift leadership, patient assessment and care plans in emergency care settings and emergency response teams.

Block II

1. **Respiratory Care in the Critical Care Setting:** Principles, techniques, procedures, and equipment associated with monitoring acutely ill patients will be reviewed. Cardiac hemodynamic monitoring such as central venous pressure monitoring, and Swan Ganz monitoring, are included. Identification and management of various types of shock states is discussed.
2. **Mechanical Ventilation I:** A theoretical and practical study of the use of mechanical ventilators in various medical/surgical situations. Practical applications, and evaluation of ventilators in the clinical setting are taught with emphasis placed on the selection, application, and monitoring of ventilators according to assessment of the patient's needs.
3. **Pathology I:** A study of the pathology of the respiratory system observed in obstructive pulmonary diseases. The etiology, pathology, clinical manifestations, methods of detection, methods of control, and complications of lung disease are emphasized.
4. **Neonatal/Pediatric Respiratory Care I:** A study of fetal/neonatal cardiopulmonary growth and development and diseases of the neonatal/pediatric patient. Adaptations of therapeutic modalities (such as oxygen therapy, treatments, and mechanical ventilation) are discussed. Concepts of Neonatal Resuscitation Program will be presented.
5. **Airway Clearance & Lung Expansion Therapies:** A discussion of chest physiotherapy and demonstration of the use of equipment and techniques for this purpose. Also studied are techniques for expansion and hyperinflation of the lungs (i.e., IS, BiPAP, Mask CPAP, and PEP therapy).
6. **Respiratory Skills Lab II:** Parallel instruction with the classes of adult intensive care, mechanical ventilation, neonatal/pediatric respiratory care, and CPT/Hyperinflation. The student is able to develop psychomotor skills necessary to become proficient in the above-named course areas.

7. **Clinical II:** Supervised clinical experience designed to give the student practice in patient assessment, arterial puncture, oxygen therapy, aerosol therapy, chest physiotherapy, positive pressure devices, incentive spirometry, and mechanical ventilation. Additional experience includes exposure to the clinic and pulmonary rehabilitation settings. Weekly clinical meetings will provide time for presentations, and discussion of patient cases.
 - a. Adult RC (4 wks): Focus on adult patient care in the critical care environment.
 - b. Children's RC (2 wks): Focus on pediatric patient care.
 - c. Lead Therapist (1 wk): Focus on shift assignments and shift leadership. Includes further clinical experience in patient assessment and care plans on the general medical and surgical patient care units and in the emergency room.
 - d. Pulmonary Rehabilitation (1 wk): Focus on organization and administration of a pulmonary rehabilitation program for patients with chronic pulmonary disease.

Block III

Continuation of the courses listed in Teaching Block II above:

1. **Mechanical Ventilation II**
2. **Pathology II**
3. **Neonatal/Pediatrics II**

Additional courses include:

4. **Respiratory Care in Emergency Settings:** Training and Certifications in Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS).
5. **Airway Management:** A study of equipment and techniques utilized for placement and management of artificial airways in various medical/surgical situations.
6. **Professionalism in Respiratory Care*:** A series of topics related to functioning as an effective health care team member are discussed. Topics reviewed include medical ethics, death and dying, research, interprofessional communication, quality improvement, finances, and leadership.
7. **Pulmonary Diagnostics:** A detailed study of the methods of measurement of lung volumes, capacities, and flows. Testing methods and the use of pulmonary function testing equipment are included. Interpretation of the results and application to various diseases are emphasized.
8. **Respiratory Care in Alternative Settings:** Techniques, procedures, and equipment used in extended care of patients in the home or alternate sites are discussed. Alternate sites include Pulmonary Rehabilitation, Sleep Clinic, and Disease management.
9. **Respiratory Skills Lab III:** Parallel instruction with the classes of mechanical ventilation, neonatal/pediatric respiratory care and airway care. The student can develop psychomotor skills necessary to become proficient in the above-named course areas.
10. **Clinical III:** Supervised clinical experience designed to give the student clinical experience to complete proficiencies in respiratory care modalities. Other clinical experiences include operating room, pulmonary function testing, home care, and sleep medicine. Through participation in ICU Interdisciplinary Rounds, the student will gain an understanding of the team approach to medical management of patients with respiratory disease. Weekly clinical meetings will provide time for presentations, and discussion of patient cases.

Professional Issues* course will be an online course completed during Clinical III.

 - a. Adult RC (2 wks): Focus on chronic ventilator dependent patients and critical care and cardiac intensive care.
 - b. Anesthesia (1wk): Focus on placement of various artificial airways and airway management during surgical procedures.
 - c. Children's RC (4 wks): Focus on neonatal and pediatric patient care.
 - d. Critical Care Medicine Interdisciplinary Rounds (1wk): Focus on adult Critical Care patient rounds and management of critical care patients.
 - e. Disease Management (1 wk): Focus on specialized care for patients with COPD.
 - f. Home Care (1 wk): Focus on patient / equipment assessment and patient education in the home care setting.

- g. Long term/chronic Care: Focus on chronic ventilator dependent patient care.
- h. Metropolitan Medical Center (1 wk): Rotation completed at an off-site hospital or Fargo's Essentia or VA hospitals.
- i. Pulmonary Diagnostics (1 wk): Focus on pulmonary diagnostic tests.
- j. Pulmonary Medicine Clinic (1 wk): Focus on assessment, diagnosis, and treatment of pulmonary diseases in the outpatient setting.
- k. Sleep Medicine (1 wk): Focus on testing procedures, interpretation, and treatment for patients with sleep-related breathing disorders.

RC 494 Senior Specialty: As a final component of the BS degree in Respiratory Care, students complete a senior specialty rotation, consisting of at least 160 hours of additional clinical training in the specialty area of their choosing. Students must complete the professional program prior to starting RC 494 individual study hours. During Clinical III, students must choose one 4-credit specialty. Each student will write a specialty proposal to be submitted for faculty approval. Specialty proposal must include the following sections: Goals, reflection, RC 494 Clinical Experience, Project, and Summary. The following is a guideline for content to be included in each section:

- Under Goals, introduce plans for your specialty option and list the goals and aims for the Specialty Option proposed (numbered list). These items should be specific and measurable.
- Under Reflection, describe the reasons that brought you to the choice of specialty. For example, you would expand on the factors that led you to decide on that specialty to include courses, clinical experience, or personal experience.
- Under RC 494 Clinical Experience, list the name of the RC 494 you plan to complete. Write several sentences to describe what you plan to accomplish or experience.
- Under Project, describe what type of project you will be completing. This must be powerpoint (or similar) comprehensive case study of a patient cared for during the internship, including a thorough review of literature on the disease/condition and thorough review of the patient medical record.
- Under Summary, write several sentences to give an overall description of your specialty option, how it will help you, and how you plan to use it to further your career as a Respiratory Therapist.

Sample Individual Study 494 Clinical Options (can be included in Specialty Proposals):

- Children's Hospital
 - Neonatal Intensive Care
 - Pediatric Intensive Care
 - Pediatrics
- Adult Intensive Care
 - Cardiovascular Intensive Care
 - Medical-Surgical Intensive Care
- Pulmonary Diagnostics
- Sleep / Neurological Studies
- Pulmonary Rehabilitation
- Home Care
- RC Education
- Management
 - Lead Therapist
 - Respiratory Care Department Management
 - Disease Management

NDSU Classes: No NDSU classes, other than the above stated professional program classes, can be taken during the program, unless prior approval is granted by the NDSU Department Director of Allied Sciences and the Sanford Program Director.

ATTENDANCE

Unplanned Absenteeism: Attendance in classroom, laboratory, and clinical activities is **mandatory**. In the event that course content is delivered virtually via NDSU Blackboard, virtual attendance is **mandatory**. Students are expected to plan responsibly to allow themselves to be ready for class, lab or clinical to begin at the scheduled time. Recurring tardiness will be met with disciplinary action. Illness should be reported promptly. Absence from lecture, clinical, or lab time should be reported to the Respiratory Care Program office (701-234-6147 or 701-234-6777) not less than one hour before the student is due to report. Please call both a school faculty member **and** the appropriate preceptor when assigned to a clinical rotation. If lecture time is missed, it is the *responsibility of the student* to get notes on material missed. If absent from lab or clinical sessions, the student will need to meet with the appropriate instructor or clinical preceptor to arrange makeup of missed sessions. The student will have one week to make up a missed lab period, after which the student will receive a "0" for that lab period. Examinations missed due to unplanned absenteeism will be handled at the discretion of the course instructor. In the event of inclement weather resulting in unsafe travel, the attendance expectations will align with that of NDSU. If NDSU closes due to weather, faculty may provide synchronous virtual instruction or may cancel classes; this will be handled on a case-by-case basis. If NDSU closes during clinicals, students will be excused from clinical that day and the shift will be rescheduled at a later time.

Appointments/meetings: Whenever possible, medical appointments and personal meetings should be scheduled outside of class, lab and clinical time. To facilitate this expectation, students are provided with class and clinical block schedules at least one month in advance.

Attendance Records: Students will record daily attendance information with the Trajecsyst system™. Information will include classroom, laboratory, and clinical hours, tardiness, and absenteeism. Prior to starting the program, each student will sign up for an account with Trajecsyst, a cloud-based clinical recordkeeping for Health Education Programs. The student will pay \$150 for full access for the duration of the program. During orientation, the students will learn how to track attendance during class blocks. During clinical orientation, students will learn all the clinical record keeping that will be done in each clinical block.

Planned Absenteeism: (Vacation / LOA) Any planned time off must be requested in advance, in writing, and approved, prior to the time being taken. Student requests for time off from regularly scheduled activities must be submitted in writing to the Program Director or Director of Clinical Education, preferably at least 4 weeks prior to the date(s) the student will be absent. Approval and accommodation of each request will be handled on an individual basis. In the event of medical or family emergencies that require a leave of absence, please contact the program faculty as soon as possible.

ACADEMICS

Grading: Each instructor will explain the grading procedures for each classroom, laboratory, and clinical course of the program. Student grades will be reported to the NDSU registrar's office at the end of each academic term. Grades for each course will be reported as A, B, C, D, or F. Students receiving a course grade less than "C" will not be allowed to continue with the program. Additionally, all students must maintain ≥ 70% on all program examinations and quizzes. Failure to do so will result in disciplinary action consisting of a written warning for first offense, probation for second offense and termination from the program upon third offense. Remediation is required for all failed examinations, quizzes, laboratory and clinical competency assessments. Remediation may include, but is not limited to, a repeated written examination or quiz, oral demonstration of competency, repeat of laboratory objectives, or additional clinical rotation time. It is the discretion of each instructor to assign remediation type and communicate with students.

Students may obtain individual course grades from the respective instructors. Official reports of student grades (transcripts) will not be released from the Program, but instead, students can request transcripts through NDSU One Stop.

Academic Misconduct:

Students within the College of Health and Human Services are expected to remain in good academic standing per the University's undergraduate policies. Any student who fails to meet or exceed these standards may be placed on academic alert, continued alert, academic suspension, or termination. The College strictly upholds NDSU Policy 335(<https://www.ndsu.edu/sites/default/files/documents/335.pdf>) related to academic misconduct.

Confidentiality of Records: The Respiratory Care Program complies with the Education Rights and Privacy Act of 1974. A student is provided with access to his/her own records. Written consent of the student must be obtained before any personally identifiable information is released, other than the specified list of exceptions in the Act.

Testing Procedures: Student performance in courses will be assessed by frequent examinations. Results of each examination will be reviewed with students after the instructor has graded them.

Students are expected to perform their own work on examinations, and any evidence of dishonesty or cheating will be grounds for immediate failure of the examination, the course, and/or dismissal from the internship. All didactic and laboratory examinations are proctored in person. Exams administered through NDSU Blackboard require the use of Respondus Lockdown browser. In the rare event that students must take exams remotely, students are required to use Yuja and submit recorded proctoring sessions.

Examinations are developed from a bank of test items used by the school. To keep these test items confidential, students will not be allowed to keep paper or electronic copies of individual examinations.

FINANCIAL INFORMATION

Financial Aid: Financial aid information and forms may be obtained from the NDSU Financial Aid Office. Students are eligible for financial aid at NDSU as well as during the professional program at Sanford Medical Center.

Scholarships and Awards: The College of Health and Human Sciences (CHHS) and Department of Allied Sciences have a limited number of scholarships and awards available for assistance to students. In most cases, students must be considered professional level to qualify. Information pertaining to college- or department-sponsored scholarships can be found on the college website. Students accepted into the professional program may be eligible for additional professional society and affiliated hospital scholarships. Academic and performance awards include:

1. Lambda Beta Awards (national honor society for Respiratory Care) given to the top 25% of the class (based on cumulative college GPA).
2. Jack Offerdahl Award for Clinical Excellence – chosen by clinical preceptors in the professional program
3. Intern of the Year Award – given to the student who personifies the best overall student. Characteristics include excellent college GPA, leadership qualities, professionalism, active in volunteer activities, etc.

CHHS and department scholarship applications will be available starting early April. The deadline for college and department scholarships for Allied Sciences majors is determined annually and typically occurs in May. For information about scholarships at NDSU and within the CHHS, please see <https://www.ndsu.edu/onestop/finaid/scholarships/> and https://www.ndsu.edu/healthhumansciences/current_students/scholarships/

Textbooks: Books required for the professional program are listed by the program faculty and may be purchased at the NDSU bookstore or any other textbook retailer.

Program Tuition: Upon notification of admission, students will be sent an invoice for Sanford tuition. The tuition is \$1000 paid directly to Sanford Medical Center Fargo. This tuition is in addition to NDSU tuition. Sanford tuition offsets the program costs for student resources, lab supplies, mock board exams, graduation expenses, etc. Prospective students are given information about Sanford tuition from their advisor, during student informational meetings, during the Introduction to RC course, and during the program interview. Additionally, tuition information is posted on the NDSU website. Sanford Accounts Payable Department will invoice each student for tuition payment, payment plan options, etc. Program tuition must be paid in full by July 15 of the acceptance year and is non-refundable. Failure to pay Sanford tuition in full by the deadline will result in forfeiture of the professional program position.

Withdrawal and Refund: Students may withdraw from the professional program during the first 30 class days without failure by securing the approval of the advisor and by filing the completed Authorization for Change of Program form with the NDSU Student Academic Affairs Office. Students are encouraged to contact NDSU One Stop or their academic advisor for more information on withdrawals and refunds: <https://www.ndsu.edu/onestop/academics/registration/dropwithdraw>
There is **no refund** for any of the dues and fees paid to the Sanford Respiratory Care Program.

2025-2026 Professional Program tuition and fee summary:

July 2025 - \$1000 [Sanford tuition]:

Lab equipment and supplies, clinical supplies (stethoscope, scissors, penlight, etc.), software programs, mock board exams, printing, etc.

Trajecsys-- \$150

August 2025 - \$750 Textbooks (used pricing may be available)

Colbert – Integrated Cardiopulmonary Pharmacology, 5th Ed -- LAB BOOK (e-book) ONLY

Des Jardins - Cardiopulmonary A&P, 7th Ed

Kacmarek - Egan's Fundamentals of Respiratory Care, 13th Ed

Volsko et al – Equipment for Respiratory Care, 1st Ed

October 2025 - \$90 Scrubs

January 2026 - \$300 Textbooks (used book pricing may be available)

Walsh -Neonatal and Pediatric Respiratory Care, 6th Ed

Pilbeam – Mechanical Ventilation, 7th Ed

May 2026 - \$90 Textbooks (used book pricing may be available)

Persing - Respiratory Care Exam Review, 5th Ed

Additional expenses paid by students (not paid to Sanford or NDSU, therefore not included in tuition cost):

\$100 - AARC Student Membership Fees (August 2025, August 2026)

\$70 - NDSRC State RC Convention (March 2026)

\$100 – Site specific titers, vaccinations, etc

Other expenses AFTER graduation for national boards and state license for employment:

State License Fees (ND \$127.25; MN \$210) (Subsequent renewals ND \$60; MN \$90)

December 2026 - TMC Exam \$190, January 2027 - CSE Exam \$200

DIVERSITY & EQUITY

All policies included in this handbook are applied equally and fairly to all students and faculty, regardless of instruction site or type of instruction (didactic, laboratory, clinical).

Inclusion of multiple perspectives and appreciation of individual differences enhances educational value, effectiveness of the healthcare team, and the quality of patient care. Allied Sciences students are expected to demonstrate professionalism and treat all faculty, staff, classmates, patients, and members of the healthcare team with respect and consideration.

NDSU Non-Discrimination Statement: NDSU does not discriminate in its programs and activities on the basis of age, color, gender expression/identity, genetic information, marital status, national origin, participation in lawful off-campus activity, physical or mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, spousal relationship to current employee, or veteran status, as applicable. Direct inquiries to Vice Provost for Title IX/ADA Coordinator, Old Main 201, NDSU Main Campus, 701-231-7708, ndsueoaa@ndsu.edu . For more information about equity and diversity policies, initiatives, and resources at NDSU, or for guidance in understanding expectations for professional behavior, the following resources may be useful: American Association for Respiratory Care Statement of Ethics and Professional Conduct: <https://www.aarc.org/wp-content/uploads/2017/03/statement-of-ethics.pdf>. Equal Opportunity and Title IX Compliance at NDSU: <https://www.ndsu.edu/equity/> . NDSU Rights and Responsibilities of Community: A Code of Student Behavior: <https://www.ndsu.edu/fileadmin/policy/601.pdf>. College of Health and Human Sciences Student Academic and Conduct Policy 1.07: https://workspaces.ndsu.edu/fileadmin/hhs/policy/NDSU_CHHS_Policies_FINAL.pdf

The College strongly encourages any student who suspects they may have a disability to contact the NDSU Center for Accessibility and Disability Resources (CADR) for guidance concerning the steps that are necessary to document and verify the nature and extent of the disability. Consistent with NDSU, state and Federal policies, students with documented evidence of disabilities have every right to request reasonable accommodation of instructors (defined in the broadest sense to include faculty, preceptors, administrators and supervisors), and instructors are required to accommodate reasonable requests. However, such requests are not reasonable if they disrupt, and are detrimental to and/or endanger patients, students, co-workers and/or instructors. As such, students who, after reasonable accommodations are made, do not consistently demonstrate the competencies identified above are ineligible for admission or progression in a professional program. <https://www.ndsu.edu/accessibility-disability>

Sanford Non-discrimination Statement: Sanford has consistently operated under the principle of equal treatment for all persons without regard to race, color, religion, creed, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender identity or expression, ethnicity or national origin, age, mental or physical disability, genetic information, marital status, familial status, military/veteran status, receipt of public assistance, or any other protected status by applicable local, state, or federal law. Anyone aware of noncompliance to this policy should report it immediately to Sanford Human Resources: hrhelp@sanfordhealth.org . Questions concerning the Americans with Disabilities Act may be directed to: U.S. Department of Health and Human Services 200 Independence Avenue, SW Room 509F, HHH Building Washington, D.C. 20201 1-800-368-1019, 800-537-7697 (TDD)

CONDUCT

NDSU Student Academic and Conduct Standards Policy 1.07 This policy applies to students enrolled in the College, including those in the pre-professional, professional, and graduate programs.

Academic Standards: Students within the College are expected to remain in good academic standing per the University's undergraduate or graduate policies. Any student who fails to meet or exceed these standards may be placed on academic alert, continued alert, or academic suspension. The College strictly upholds NDSU Policy 335 related to academic integrity and 326 related to academic misconduct. Both Policy 335 and Policy 326 can be found here: <https://www.ndsu.edu/fileadmin/policy/335.pdf>. <https://www.ndsu.edu/fileadmin/policy/326.pdf>. Students Enrolled in College Affiliated Educational Training Programs: To be in good academic standing within the College, all students enrolled in college affiliated

professional programs are required to uphold the academic standards of that affiliate and will be subject to the terms of probation, suspension, and termination of the affiliated program. Students failing to meet affiliated program academic standards may lead to termination from the College.

Conduct Standards: High standards of professional conduct are expected from all students, both to learning and to promote professional values. Students participating in NDSU/Sanford Respiratory Care Program must uphold conduct standards of the profession, as stated in the AARC Statement of Ethics and Professional Conduct (<https://www.aarc.org/wp-content/uploads/2017/03/statement-of-ethics.pdf>)

- a. Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- b. Promote and practice evidence-based medicine.
- c. Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
- d. Perform only those procedures or functions in which they are individually competent, and which are within their scope of accepted and responsible practice.
- e. Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- f. 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.
- g. Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- h. Promote disease prevention and wellness.
- i. Refuse to participate in illegal or unethical acts.
- j. Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- k. Follow sound scientific procedures and ethical principles in research.
- l. Comply with state or federal laws which govern and relate to their practice.
- m. Avoid any form of conduct that is fraudulent or creates a conflict of interest and shall follow the principles of ethical business behavior.
- n. Promote health care delivery through improvement of access, efficacy, and cost of patient care.
- o. Encourage and promote appropriate stewardship of resources.
- p. 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.

Disciplinary Action:

The student discipline procedure is initiated when the student displays substandard or inappropriate conduct. Initiation of discipline is at the discretion of the Program Director or Director of Clinical Education. Disciplinary action may be any of the following:

1. **Probation** - indicates that continued enrollment is dependent upon improvement in behavior. Probation may be behavioral, clinical, or academic.
2. **Suspension** - is withdrawal from the Respiratory Care Program for a specified period of time.

3. **Expulsion / Termination** - is the denial of the right to continue to attend the Respiratory Care Program. Termination from the program will result if the Program Director or Director of Clinical Education determines progress unsatisfactory.

When a student professional conduct issue arises, the program will notify the Allied Sciences Department with a brief description of the incident and sanctions imposed. This reporting will aid in documentation and tracking purposes. The College strictly upholds NDSU Policy 601 related to student conduct. Policy 601 can be found here: <https://www.ndsu.edu/sites/default/files/fileadmin/policy/601.pdf> Sanctions and Procedure Reporting procedures will follow NDSU Policy 601. The Disciplinary Procedure follows this sequence:

1. Upon notification of substandard or inappropriate behavior to the Program Director, a meeting is scheduled with the student to discuss the matter. The purpose of this meeting is to inform, in writing, the student of substandard or inappropriate behavior. This discussion is documented and placed in the student's file.
2. If the substandard or inappropriate behavior occurs again, a second meeting is scheduled. At this time, the Program Director or Director of Clinical Education provides the student with a document that lists the instances of substandard or inappropriate behavior, methods of improvement, and a timetable for demonstration of improvement. The student is placed on probation. A copy of this document is provided for the student with the original being placed in the student's file.
3. If the student fails to rectify the substandard or inappropriate behavior within the time period agreed upon, termination of the student from the program results.

Immediate termination results if the student demonstrates carelessness regarding the safety of the patient, protected patient information, and / or fellow personnel or demonstrates gross unethical or unprofessional conduct.

Immediate termination also results if the student reports to duty while under the influence of alcohol or any mind-altering chemicals.

Grievance Process:

1. North Dakota State University Policies: Student Appeals, Complaints, and Grievances. The College of Health and Human Sciences and the Department of Allied Sciences takes student complaints very seriously. The goal is to ensure that students have access to transparent, due process in a manner that leads to an appropriate resolution of an appeal, complaint and/or grievance. Procedures relating to these concerns are available at <https://catalog.ndsu.edu/academic-policies/appeals-complaints-grievances/>. Additional information related to these policies is available in the Department of Allied Sciences Handbook.
2. NDSU Faculty grievance policy: <https://www.ndsu.edu/sites/default/files/documents/353.pdf>

SAFETY & SECURITY

BLS Certification: Students are required to be certified in Basic Life Support through the American Heart Association before starting the program, and it is the student's responsibility to keep the certification current for the duration of the professional program and senior specialty.

Confidentiality of Patient Medical Records: All students are expected to maintain privacy and confidentiality of the patient's records at all times in compliance with HIPAA standards. Any breach in this will be grounds for immediate dismissal.

Criminal Background Check: All applicants accepted to the program will have a criminal background check completed. Some clinical affiliates may also require a criminal background check prior to the start of the clinical rotation, which would be at the expense of the student.

Health Insurance: Students are required to carry Health Insurance throughout the program. By the first day of the professional program, students must show evidence of coverage. Any expenses for health care incurred by the student that are not covered by their own insurance policy will be the responsibility of the student. Random audits for proof of insurance may occur at any time during the internship.

Immunization Record: Prior to the start of the professional program, students must supply Sanford Health with a record of immunizations as indicated on the Sanford Health Student Orientation document, and may need to complete repeated testing if necessary. Individual clinical affiliates may have additional immunization requirements that students may need to meet. Any costs incurred are the responsibility of the student.

Injury / Exposure to Communicable Diseases: Sanford Health has a commitment to provide a safe working environment for all individuals practicing or employed within the hospital. To accomplish this goal, information is supplied to students that explain:

1. The nature of occupational exposures to communicable diseases.
2. A description of universal precautions.
3. The protocol for post exposure follow-up and potential restrictions.

Students must report injuries / potential exposure to assure appropriate follow-up, as defined in the hospital exposure protocol. Students should seek assistance from the program faculty or clinical preceptor immediately following an injury or potential exposure so that reporting and treatment protocols can be implemented. Students are responsible for care associated with injuries and exposures.

Orientation: All students will attend an orientation prior to the start of the professional program. Orientation will include Sanford Health System orientation and required mandatory education. Program specific orientation will also include a review of all policies in this handbook, and a tour of the medical center.

Practice of Invasive Procedures: Students are given every opportunity possible to practice procedures on partners or models prior to performing them on patients. Procedures that are invasive are not typically performed on partners since they potentially have more complications. Students who wish to perform such procedures on a partner (i.e., arterial puncture) must complete an Informed Consent Form that is approved by the Medical Director of the school. These forms can be obtained from the school faculty.

Professional Liability Insurance: Students are required to have professional liability insurance. Students are covered by the NDSU blanket student professional liability policy. This insurance is applied in the event that a student would cause harm to a patient. Students may purchase additional insurance from policies available through the AARC.

Pregnancy: Students are encouraged to contact the school faculty if they are pregnant or think they could possibly be pregnant, so hospital situations that may put the fetus, and/or the mother at risk can be avoided. This information will be handled with respect for the privacy of the student.

Security / Theft / Loss: Security personnel patrol the facility and grounds on a 24-hour basis with TV surveillance in several areas. Escort service to the parking ramp and area buildings is available on request. Students who experience theft or loss of property should contact Sanford Medical Center Security Services.

Sexual Harassment: It is the policy of Sanford Respiratory Care Program that all students are able to study in an environment based on the respect and courtesy that is free from unsolicited and unwelcome sexual innuendo. Sexual harassment is strictly forbidden. Concerns should be immediately made known to the Program Director or to the Director of Clinical Education.

Smoking and Tobacco Products: Smoking is not allowed within any areas of the hospital or clinic. Smoking on any Sanford property outside the institutions is also forbidden. Students found smoking in undesignated areas undergo disciplinary action. Smokeless tobacco, vaping devices and e-cigarettes are not allowed.

STUDENT LIFE

Cell Phones: During class or lab, cellular phones are not allowed in the classroom/lab setting. Students are not allowed to use cellular phones (including text messaging, instant messaging) at any time during scheduled class or lab periods. The faculty reserves the right to remove cell phones from student possession during class times and return to the student at the end of the class day. The only exception will be for access to Trajecsys; students may “clock in and clock out” for class days using their cell phones, but this must be done before and after classes. The use of cellular phones may be prohibited in the certain areas of the hospital. Students are not allowed to carry personal cellular phones with them during clinical time but rather are expected to check messages and make calls during planned breaks. Students may utilize cell phones for Trajecsys documentation, when they are not in patient care areas. RCS staff may carry hospital-issued cell phones as part of their job role. In certain circumstances, students may be asked to carry a hospital-issued phone. Sanford staff should answer telephone calls within Respiratory Care Services. A student may answer the phone in the Respiratory Care Services Department if a staff therapist is readily available to assist with questions.

Computers/Tablet Devices: Students are required to use personal computers/devices during class periods for the purpose of note-taking. Students are not allowed to access the internet or use personal computers for any other reason during classes. All examinations will be administered via NDSU Blackboard, therefore personal computers are required on scheduled exam days. If a student cannot bring a computer for an exam, the student is expected to contact the instructor so alternative arrangements can be made. Specific software downloads may be required, including Respondus Lockdown Browser.

Each student is assigned a login name and password to permit access to the hospital's computer network. A computer center is always available in the educational facility for students to use. Students may use the software available on the network to complete projects and reports required during the program. Students should take all appropriate measures to ensure personal storage devices do not contain viruses that could be transferred to the Sanford network. Continual misuse of the personal computers and/or network components, or software licensing laws will result in suspension of PC access, and possible suspension or expulsion from the internship.

Convention / Symposium Attendance:

Students will be required to attend a convention or educational symposium during the program (typically the North Dakota State Respiratory Care Convention). The cost of attending the convention (registration, travel, dining, etc.) is not included in the program tuition. Attendance at the educational activities of the convention is mandatory and make-up time will be assigned if missed. Students are encouraged to participate in social activities at the convention.

For the purpose of professional development and continuing education, all program faculty attend the ND state convention. Departmental budget allows for attendance of one faculty to the AARC Summer Forum annually and one faculty to the AARC congress annually, both of which provide professional development and continuing education.

Counseling:

Students are eligible to use the Sanford Employee Assistance Program, Vital Worklife, as well as the NDSU Counseling Center. In some situations, the Program Director or Director of Clinical Education may require a student to attend counseling sessions for continuation in the internship.

Dress Code / Uniforms:

Each student must dress in a manner that will present a professional appearance to the patient, visitor, medical staff, and hospital personnel. The uniform policy requires that each student be clean and well groomed. During classroom and lab sessions, students may dress in casual attire. No piercings are allowed other than earrings. Students should wear picture ID name tags at all times when in the hospital.

During clinical rotations, uniforms shall be in the following styles:

- * Scrubs, name tag, clean tennis shoes or dress shoes.
- * Dress clothes, name tag, and clean tennis shoes or dress shoes.
- * Students will be required to purchase charcoal (steel gray) scrub bottoms and white scrub tops (3 sets recommended.)

Employee Activities and Recreation Program: Students are eligible to receive Sanford activity discounts. Discounts are available for local, regional, and national attractions, hotels, and health clubs. Discounts are also available at restaurants and movie theaters.

Library: Students have access to the virtual Sanford Medical Library Services. Students are strongly encouraged to use the library and will be given an orientation to the library during the program. Students in the program may also use the NDSU and other Tri-College library facilities.

Locker Assignments: Lockers are available in the RT Education department. Lockers may be used for storage of coats, stethoscopes, books, purses, jewelry, etc. Students are asked to keep lockers organized and uncluttered. Locks are not provided to the student. Lockers are also available at SMCF in the employee concourse for single day use during clinicals.

Mail Boxes: Students are provided with individual mailboxes in the Respiratory Care program facility. These should be checked regularly and mail should be removed so that space for new mail is available. Storage of valuables in mailboxes is discouraged.

Meals: Students may utilize all Sanford Hospital food service facilities. Students will be eligible for use of the "Flex Plus" plan which allows cash value to be loaded on badge for purpose of payment at any Dining Center or Bean Cuisine. Students are not eligible for the 20% employee discount. The program facility provides dining space as well as refrigerator, microwave, etc for student meal preparation and dining.

Parking: Parking is available in the Sanford parking ramp and employee lots. The Sanford ID badge also functions as the access card for parking in the employee parking ramp. Students are not to park in designated visitor parking areas.

Photocopying:

Students will have access to black and white and color printing in the RC Program.

Service:

Community service volunteering is an expectation of a professional. Because of this, the Sanford RC Program encourages students to be actively involved in the community through volunteering. Many volunteer opportunities arise throughout the program, such as career fairs, fundraisers, and health careers courses. Program faculty will solicit volunteers as the need arises. It is an expectation that each student will participate in **at least one event** during the program, but faculty encourages ongoing and regular participation. In addition to volunteer opportunities available at Sanford, students are encouraged to volunteer through NDSU organizations, and other fundraising or awareness campaigns as appropriate.

Student Photos: Pictures of students will be taken early in the program and posted in the Respiratory Care Services department to assist staff and preceptors in identification of students. At times, with student consent, other pictures may be taken for use in program advertisements, social media posts, recruitment efforts, etc.