

RESPIRATORY CARE PROGRAM

POLICY & PROCEDURE

HANDBOOK



Allied Health Sciences Department
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DISCLAIMER

Molloy University, the Department of Allied Health Sciences, and the Respiratory Care Program reserve the right to make policy and procedure changes at any time. Such changes will be distributed for insertion into the appropriate section of the Student Handbook. All students enrolled in any courses sponsored by the Program must comply with such changes at the time specified.

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MISSION STATEMENT OF MOLLOY UNIVERSITY

Molloy University, an independent, Catholic university, rooted in the Dominican tradition of study, spirituality, service, and community, is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

GOALS OF MOLLOY UNIVERSITY

Molloy University is committed to:

- Being Catholic and Dominican in philosophy and outlook
- Student-centered learning
- Academic quality
- Leadership through service
- Engagement with the wider community
- Maintaining stewardship

GOALS of RESPIRATORY CARE PROGRAM

The goal of the Respiratory Care Program is to prepare graduates as competent registered respiratory therapists (RRTs). Professional competence combines cognitive, psychomotor and affective skills essential for the safe and effective delivery of respiratory care. The Respiratory Care Program uses the outcome-based education model to ensure students develop and master the knowledge, skills and professional behaviors expected of the registered respiratory therapist (RRT).

ACCREDITATION

The Commission on Accreditation of Respiratory Care accredits the Molloy University Respiratory Care Program.

The New York State Department of Education also approves the program.

Middle States Commission on Higher Education Accreditation accredits Molloy University.

Graduates are eligible to take the National Board for Respiratory Care examinations to become a Certified Respiratory Therapist (CRT) and a Registered Respiratory Therapist (RRT). Graduates will also need to apply to the New York State Department of Education to obtain a license to practice as a Respiratory Therapist in New York State. Please visit: www.op.nysed.gov for further information.

NATIONAL CREDENTIALING

The National Board for Respiratory Care (NBRC) is the official credentialing board of the profession. The NBRC sets standards for entry into the credentialing process, administers examinations for respiratory care practitioners, and ensures the integrity of the examination process. The NBRC also maintains a registry of all registered and certified respiratory personnel. New York State uses the NBRC exams for licensing practitioners in Respiratory Care. Information and application for credentialing exams can be obtained by contacting the NBRC direct or through their web site at www.nbrc.org. In order to become a Registered Respiratory Therapist (RRT), the NBRC requires that educational requirements be met. Having completed an accredited advanced-level respiratory care program, the graduate must successfully pass the NBRC Therapist Multiple-Choice Examination and the Clinical Simulation Examination (CSE) before receiving the RRT national credential.

ADMISSIONS REQUIREMENTS

FRESHMEN

Entrance requirements include graduation from high school or equivalent* with 20.5 units, including the following:

English	4
Foreign Language	3
Mathematics	3
Social Studies	4
Science	3

Respiratory Care majors must have biology, chemistry and mathematics.

* Applicants who apply with a General Equivalency Diploma (GED) must submit an official high school transcript, as well as a copy of their GED Score Report.

ENTRANCE EXAMINATIONS

Entrance examinations should include one of the following tests if required:

- Scholastic Achievement Test (SAT). Information may be obtained through the high school guidance office or by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.
- American College Test (ACT). Information may also be obtained through the high school guidance office or by writing American College Testing Program, P.O. Box 168, Iowa City, Iowa 52250.

ADMISSIONS APPLICATION PROCEDURES

Application procedure is initiated by obtaining an application form from the Office of Admissions and carefully following the directions on the application. Upon receipt of high school credentials, SAT/ACT scores (freshmen only), the application and a nonrefundable Application Fee, the Admissions Committee considers applications for admission. Although not required, a personal interview is strongly suggested to clarify Molloy's programs to the applicant.

Based on the results of the above evaluation, students may be admitted into the program or given recommended coursework required to obtain eligibility for admission. Non-matriculated students are not eligible to take any coursework that involves clinical experiences. The Committee for Admissions reviews credentials and notification of the decision of this committee is made to all applicants who complete the application procedure.

Acceptances are based on rolling admissions. To receive confirmation of acceptance a candidate must submit a non-refundable Confirmation Deposit, which is required as soon as possible after acceptance or by the date specified in the acceptance letter.

All students must submit documentation of immunization as mandated by the New York State Public Health Law. Students born after January 1, 1957 must submit documentation of immunization to Measles (2 doses), Mumps and Rubella. It is recommended that all students have a current physical and tuberculin test (PPD) prior to college studies.

TRANSFER STUDENTS

Transfer students must follow the regular admission procedure. In addition, they must forward all official college transcripts from previously attended institutions. Transfer students may request an interview for an evaluation of credits before they file an application. Transfer students who do not have an Associate's Degree or higher must submit a copy of their high school transcript as proof of high school graduation. Transfer students should have applications and all necessary transcripts submitted by January 1 for admission in the Spring semester and by August 15 for admission in the Fall semester. Applications submitted after these dates will be eligible for late registration.

Transfer students must be in good academic standing at their previous college to be accepted into Molloy College. Only credit hours are accepted in transfer; the cumulative average begins with a student's first semester at Molloy. The Admissions Office will do a credit evaluation either during the applicant's interview or upon acceptance into the college. The "status sheet," part of the student's acceptance package, indicates those courses, which are accepted for credit, and identifies all other coursework needed by the student to complete his/her degree at Molloy. The last 30 credits toward graduation normally must be completed at Molloy. In addition, students must take at least one half of the major requirements at the College. Any exception to this must be obtained in writing from the office of the Vice President for Academic Affairs.

Transfer allied health applicants must have a minimum cumulative grade point average of 2.5 in previous college work to be considered for admission. Applicants may be required to have an interview with the program director at the department's discretion. Students who would be entering Molloy with more than junior status (64 credits) are encouraged to arrange for an interview with an Admissions Counselor to discuss possible program options.

TRANSFER OF COLLEGE CREDITS

Transfer students who have attended two-year colleges will be awarded credit for their previous coursework up to a maximum of 64 credits. Transfer students who have attended four-year institutions will be awarded credit for their previous coursework up to a maximum of 98 credits. Students entering a bachelor's degree program at Molloy who already hold a bachelor's degree from another accredited institution will receive 98 credits in transfer and will have all General Education requirements waived.

Transfer credit is awarded only for courses with grades of "C+" or better from the institution at which these courses were completed. Courses with grades lower than "C+" are considered only if a degree was completed at the school where the credits were taken. In such a case, "D" credit, which was part of the program leading toward that degree will be acceptable or unacceptable in the same way a grade of "D" at Molloy would be applied (i.e., not in the Major, where a grade of "C+" or better is required). For Allied Health Programs a minimum grade of C+ is required for credit in all science courses. For all transfer students, the grade of "P" will be considered for transfer credit, to be used in the same way that the Pass/Fail rules at Molloy allow. The "P" grade must be the equivalent of a "C+" grade at the institution where the credits were completed to be considered unless, again, a degree was completed. Transfer students coming from unaccredited colleges or schools are required to complete a minimum of 30 credits in residence before receiving credit for their previous applicable coursework. The total number of credits earned prior to admission through independent study, advanced placement, and credit by examination (CLEP, RCE, REDE), may not exceed 46. *Please note that the Molloy Respiratory program does not accept transfer credit from other respiratory care education programs.*

ADVANCED PLACEMENT EXAM TRANSFER CREDIT

Advanced Placement credit will be granted by Molloy College to qualified students based on a score of "3" or better on the Advanced Placement Examination of the College Entrance Examination Board. Students anticipating a major in Biology need a minimum score of "5" to award Advanced Placement credit in Biology. A score of "3" or better will be considered for general elective credit. Official score reports must be forwarded to the Admissions Office in order to be granted credit.

ADMISSIONS AND PROGRESSION REQUIREMENTS

- Pre-requisites: high school algebra, biology and chemistry or its equivalent.
- Applicants may be required to have an interview with the program director at the department's discretion.
- All students accepted into the program are required to provide a valid Basic Life Support (CPR) certification. This requirement must be fulfilled in the first semester of admission to the program.
- All students are responsible for their own transportation to and from the clinical sites.
- Students are responsible for meeting all program requirements.
- Students of the Respiratory Program are strongly encouraged to take a credentialing exam review course at the end of their senior year.
- Students may be required to have a background check and drug screening.

GRADING CRITERIA FOR PROGRESSION

- A student must have an overall 2.5 Cumulative Index Respiratory Care courses.
- A grade of "C+" or better is necessary for all required Respiratory Care courses.
- A grade of "C+" or better is necessary for all related required courses.

The following priorities apply when a student attains a grade below “C+” in RES courses:

- RES courses may be repeated one time. Failure to attain a grade of at least “C+” when taking an RES course for the second time will necessitate withdrawal from the Program.
- Clinical RES courses may be repeated once with permission of the Program Director. A subsequent failure to achieve a “C+” in any other clinical necessitates withdrawal from the Program.
- A maximum of two RES courses may be repeated within the major. On the third failure to achieve a C+”, the student will be removed from the Program.
- Students who have been withdrawn due to academic failure may not be readmitted to the RES Program.
- Students may withdraw from the same RES course no more than one time.

NOTE: The Respiratory Care Program reserves the right to make necessary program alterations in response to changes in professional respiratory care practice and/or the health care delivery system.

HEALTH REQUIREMENTS

All students are required to have a pre-entrance physical examination, annual physical exam and required immunizations on the University health form, as well as additional Allied Health Sciences Departmental Health Forms, a drug screening, and a background check (submitted via a CastleBranch Compliance Tracker student account and monitored by the RES Clinical Coordinator). Students must also meet any additional health requirements of clinical sites. Students are advised to keep personal copies of all documents submitted

TITLE IX

Title IX is a federal civil rights law that prohibits discrimination in education:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under an educational program or activity receiving federal financial assistance.” Any person who believes that discriminatory practices have been engaged in based upon gender may discuss their concerns and file informal or formal complaints of the possible violation of Title IX with the Title IX Coordinator. Molloy’s Title IX Coordinator is Lisa Miller, Director of Human Resources. The phone number is 516.323.3046.

NON DISCRIMINATION POLICY

Molloy University admits students without regard to age, race, color, sex, religion, national or ethnic origin or physical and/or learning disability to all the rights, privileges, programs and activities generally accorded or made available to students at the University. It does not discriminate based on age, race, color, sex, religion, national or ethnic origin or physical and/or learning disability in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other College administered programs. Inquiries concerning these policies may be referred to Lisa Miller, Human Resources Director.

ADA AND REHABILITATION ACT

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and its amendments, Molloy University provides reasonable accommodations and services upon request to individuals with documentation supporting a covered disability or chronic illness.

DSS/STEEP - DISABILITY SUPPORT SERVICES/SUCCESS THROUGH EXPANDED EDUCATION PROGRAM

Molloy University provides a supportive environment for students with documented disabilities and is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA), ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973. Students who are requesting accommodations and services must contact the DSS/STEEP office to initiate the process. Students are required to provide documentation, from a qualified professional, of their disability or chronic illness and to discuss how reasonable accommodations may assist them in fulfilling course requirements and participating in campus life. Determination of reasonable accommodations is an ongoing and interactive process. Students have the choice of whether or not to utilize accommodations. Students who have injuries, surgeries or other conditions which will temporarily restrict them on campus may contact DSS/STEEP to arrange for reasonable short-term accommodations. Documentation will be required.

DSS/STEEP also provides services to assist students in various areas of campus life. Appointments are scheduled on an as-needed basis to determine which individual and/or group services may be appropriate. Feel free to contact the staff dss@molloy.edu.

Accommodations and services are designed to equalize opportunities and access, not to lower the academic standard for these students or to alter the essential nature of the degree requirements.

FERPA RIGHTS NOTIFICATION

The Family Educational Rights and Privacy Act (FERPA) of 1974, as Amended, affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student’s education records within 45 days after the day Molloy University receives a request for access. A student should submit to the registrar, dean, head of the academic department or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Molloy University official does not maintain the records to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA.
- A student who wishes to ask Molloy University to amend a record should write the Molloy University official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.
- If Molloy University decides not to amend the record as requested, the University will notify the student in writing of the decision and the students’ right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student

when notified of the right to a hearing. (Molloy additional information is further described under “Grade Appeals” and “Complaint Procedures” of the catalog, as well as in the Molloy Student Handbook.)

- The right to provide written consent before Molloy University discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- Molloy University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person who is employed by Molloy University in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Molloy who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order for Molloy University.
- Upon request, Molloy University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education, concerning alleged failures by Molloy University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W. Washington, D.C. 20202-5901
- Molloy College’s public notice on directory information is provided under “Confidentiality and Directory Information” in the catalog.

FERPA permits the disclosure of personally identifiable information (PII) from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the student. §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student.

- To other school officials, including teachers, within Molloy College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
{§99.31(a)(1).}
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. {§99.31(a)(2).}
- To authorized representative of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal

requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation or enforcement or compliance activity on their behalf, (§§99.31(a)(3) and 99.35).

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid or enforce the terms and conditions of the aid. {§99.31(a)(4).}
- To organizations conducting studies for, or on behalf of, the school, in order to (a) develop, validate or administer predictive test; (b) administer student aid programs; or (c) improve instruction. {§99.31(a)(6).}
- To accrediting organizations to carry out their accrediting functions. {§99.31(a)(7).}
- To parents of an eligible student if the student is a dependent for IRS tax purposes. {§99.31(a)(8).}
- To comply with a judicial order or lawfully issued subpoena. {§99.31(a)(9).}
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. {§99.31(a)(10).}
- Information the school has designated as “directory information” under §99.37. {§99.31(a)(11).}
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. {§99.31(a)(13).}
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. {§99.31(a)(14).}
- To parents of a student regarding the student’s violation of any Federal State or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. {§99.31(a)(15).}
- The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

STATEMENT OF ACADEMIC INTEGRITY

Molloy University is an independent comprehensive University, Catholic and Dominican in tradition and dedicated to academic excellence. Genuine commitment to excellence is the fundamental purpose of a college community and demands responsible standards of scholarship, teaching and learning. By seeking to promote an atmosphere of trust and dialogue, Molloy University intends to foster goodwill among its Faculty, Students and Administrators. Within the framework of a liberal arts core, Molloy University is concerned not only with critical and creative thinking, but also with the virtuous formation of character. Of essential importance to Molloy University is Academic Integrity, which confirms our common responsibility for fulfilling the goals of education.

Certain guidelines of Academic Integrity need to be specified in order to enhance the traditional relationship between faculty and students involved in their sincere pursuit to attain excellence. The professional and legal rights of all members within the University community are to be recognized and upheld with the highest standards of mutual respect and honesty. Continuous effort must be made by the community to share accountability on the various levels of academic concerns.

It is incumbent upon the faculty to provide an environment of Academic Integrity and to fulfill all professional responsibilities, which include but are not limited to the following:

- Distributing and reviewing course outline
- Meeting classes as scheduled and making appropriate preparations for all class sessions
- Providing an atmosphere conducive to serious and scholarly study
- Encouraging students to fulfill their potential
- Respecting the dignity of students
- Grading assignments, tests and papers within a reasonable amount of time and by criteria mutually understandable and acceptable within the field of study
- Using academic evaluations based on unbiased professional judgment
- Being available for appointments with students.

These professional responsibilities are the criteria used for a grade appeal

It is expected that students fulfill their responsibilities within the University community by:

- attending and being prepared for scheduled class meetings
- complying with course requirements as stated in course outline

It is also expected that administrators fulfill their responsibilities with the University community by:

- promoting an atmosphere of trust and integrity
- lending support to the accomplishments of the academic goals and objectives of both students and faculty

In the spring 2000, the Honor Pledge was ratified by the Molloy community. The following pledge was approved by the ad hoc Committee on Academic Integrity, which is a subcommittee of Undergraduate Academic Policies and Programs Committee:

HONOR PLEDGE

As a member of Molloy University, Catholic and Dominican in tradition, I dedicate myself to the ideals of truth, scholarship, and justice. I pledge to demonstrate personal and academic integrity in all matters. I promise to be honest and accountable for my actions and to uphold the Honor System to better myself and those around me. I will refrain from any form of academic dishonesty or deception.

ACADEMIC INFRACTIONS SUBJECT TO DISCIPLINARY ACTION

Engaging in any form of academic dishonesty is an Academic Infraction Subject to Disciplinary Action (AISDA). Students are responsible for knowing the policies regarding cheating, plagiarism, facilitating academic dishonesty, and fabrication, as well as the penalties for such behavior. Academic Infractions Subject to Disciplinary Action include:

- A. Cheating - utilizing a source other than self during an exam or in completing an assignment.
- B. Fabrication - intentional and unauthorized falsification or invention of any information.
- C. Facilitating academic dishonesty – intentionally or knowingly helping or attempting to help someone commit an act of academic dishonesty. For example, allowing another to copy from you during an examination, doing work for another and allowing her/him to represent it as her/his own, and supplying information regarding examinations to others.
- D. Plagiarism - failure to document the direct words of another or the rephrasing of another's words so as to represent them as one's own; handing in another's paper or project as one's own; or reusing your own paper from another course without the prior approval of the instructor.

DUE PROCESS PROCEDURE IN ACADEMIC AREAS

The President, who is the Chief Executive Officer of the University, delegates the supervision of student conduct and discipline in academic areas to the Associate Dean for Academic Services.

PROCEDURE

1. All persons concerned should first make every effort to resolve the matter through informal consultation with the Associate Dean for Academic Services to reach an acceptable solution short of the use of the formal procedure. In the event that there is no resolution at this level or no acceptance by the student of the discipline meted out by the Associate Dean for Academic Services, formal proceedings may be initiated provided a written charge against the student is filed by the complainant on the official AISDA Complaint Form which can be found in the Office of the Associate Dean for Academic Services. The Associate Dean for Academic Services may also elect to initiate formal proceedings in those situations serious enough to warrant the use of these formal channels for disciplinary action.
2. Upon the filing of such a written charge, the Associate Dean for Academic Services gives written notification to the student of the charges and the general nature of the evidence to support these charges. The student must be notified within twenty-one (21) calendar days of the complaint of the offense in question.
3. The student has fourteen (14) calendar days after receipt of the formal notification to answer the charges in writing. She/he may choose to:
 - A. Not initiate a formal procedure and accept the discipline of the Associate Dean for Academic Services. This option is not available when the formal proceeding has been initiated by the Associate Dean for Academic Services.
 - B. Waive her/his defense at the hearing before a Judicial Committee.
 - C. Appear before the Judicial Committee.
 - D. Withdraw from the University.
4. The Judicial Committee shall be composed of two faculty members chosen by the Faculty President, two students chosen by MSG President, or, in the event of a graduate student hearing, by the Department, and one appropriate administrator chosen by the Associate Dean for Academic Services. The Associate Dean for Academic Services shall serve as chairperson for the committee, with no vote except in the case of a tie. A majority vote of the judicial committee will make the decision.

5. The Associate Dean for Academic Services will notify the accused and complainant of the composition of the committee. If any member of the committee is unacceptable to either the accused or the complainant, that party must notify the Associate Dean for Academic Services within three (3) days of receiving this information. Each party is limited to two (2) objections. Members of the Committee are expected to be impartial, to seriously consider the facts of the case, and to avoid imposition of sanctions against any participants in the process.

6. In the event that the charges in the academic dishonesty case are not sustained by the Judicial Committee, then, based on the information presented and the decision reached during the hearing, this Committee would be empowered to request a grade change from the faculty member concerned with the work or course in question in accordance with the course outline that is on file in the office of the Associate Dean for Academic Services. Should the faculty member not wish to comply, the term paper, test or other project in question is to be given to the Associate Dean for Academic Services to be re-graded by a qualified scholar of her choice. After the work in question has been re-graded, the Committee will reconvene to calculate the student's grade which, when filed, will be the grade for such work.

7. If the accused student chooses not to appear before the Judicial Committee, this committee will weigh the evidence and hand down a decision.

RIGHTS OF STUDENTS IN DISCIPLINARY PROCEEDINGS

For any disciplinary action for which sanctions may be imposed, the student shall have the right to:

1. Be considered innocent until found guilty, by clear and convincing evidence, of academic dishonesty.
2. Be informed of his/her rights.
3. Receive written, timely and complete notice of the specific charges to be resolved.
4. Seek advice and/or counsel. If any attorney-at-law is chosen, this attorney may not participate directly in the proceedings.
5. Have fair disposition of all matters as promptly as possible under the circumstances.
6. Elect to have a public or private hearing.
7. Hold unaltered student status pending a final adjudication and disposition of all matters, except in extraordinary circumstances.
8. Be informed of the maximum and minimum sanctions, which may be imposed.
9. Be informed of the general nature of the evidence to be presented.
10. Confront and question all parties and witnesses except when extraordinary circumstances make this impossible.
11. Present a factual defense through witnesses, personal testimony and other relevant evidence.
12. Suggest questions, which might be put to witnesses.
13. Decline to testify against oneself.
14. Have only relevant evidence considered by the Judicial Committee.
15. Be informed of all decisions within 14 calendar days of the conclusion of the hearing.
16. Request an appeal of the disciplinary sanction of suspension from the Vice President for Academic Affairs and to request an appeal of the disciplinary sanction of dismissal from the President of the College. Students are to notify the Associate Dean for Academic Services if they want to file an appeal.
17. Be free from repeated disciplinary proceedings where the parties and the issues are the same.

FORMAL HEARING

1. The accused student has the right to have the hearing before the Judicial Committee. The accused student chooses whether the hearing is to be private or public.
2. At the hearing before the Judicial Committee, both the accused and the complainant may have the advisor or counsel of their choice present; however, the advisor or counsel may not participate directly in their proceedings.
3. It will be the policy of the University that a record of the hearing shall be taped.
4. Both accused and complainant have the right to cross-examine all witnesses.
5. After the presentation of both the accused and the complainant, the committee shall deliberate in private until a decision is reached. When a decision has been reached, the hearing shall be reconvened and the decision announced.
6. If a decision is entered against an accused, the Committee shall recommend the imposition of disciplinary and restitutionary sanctions which may include:
 - A. Disciplinary Warning: A written statement from the Associate Dean for Academic Services expressing disapproval of conduct. No record of the Disciplinary Warning shall be maintained in the student's file.
 - B. Disciplinary Reprimand: A written statement from the Associate Dean for Academic Services expressing disapproval of conduct. A record of this disciplinary reprimand shall be maintained in the student's folder in the Office of the Associate Dean for Academic Services for the length of time the student attends the University. This record may be introduced in subsequent disciplinary proceedings.
 - C. Disciplinary Probation: A conditional retention of student status for a specified period of time. During the probationary period, a student is excluded from participation in any extracurricular activities of the University and may not hold any appointed or elected positions.
 - D. Disciplinary Suspension: A termination of registration as a student for a specified period of time. During the period of suspension, a student is excluded from classes and all other University privileges and activities. A record of the Disciplinary Suspension shall be maintained in the student's folder in the Office of the Associate Dean for Academic Services and made a permanent part of this folder. This record may be introduced in subsequent proceedings.
 - E. Disciplinary Dismissal: A termination of registration of a student. If the student applies for readmission, she/ he will not be allowed to return to the University. A record of this Disciplinary Dismissal shall be maintained in the student's folder as a permanent record in the Office of the Associate Dean for Academic Services.
 - F. Substituted Sanction: A constructive and voluntary undertaking by a student which by agreement with the Judicial Committee, shall be substituted for any of the above sanctions. A record of this substituted sanction shall be maintained in the student's folder in the Office of the Associate Dean for Academic Services for the length of time the student attends the University. If the substituted sanction is not satisfactorily completed, the Judicial Committee shall reinstate the original sanction.
 - G. Partial credit for the exercise involved.
 - H. Score of zero on the particular exercise involved.
 - I. Failure of the course.

APPEAL

MOLLOY UNIVERSITY The Barbara H. Hagan School of Nursing and Health Sciences

ACADEMIC REVIEW PROCESS

Students share responsibility for their learning and are expected to meet program and course requirements.

Students are entitled to timely, fair, and equitable evaluation of their academic work. A student who has a question or issue regarding grading may initiate the Academic Review Process.

INFORMAL PROCESS

Step One:

A student who has an academic issue meets with the faculty concerned. The intent of this meeting is to discuss the academic problem and together seek resolution.

The student has the option to move to Step Two if there is failure to obtain a satisfactory agreement.

Step Two:

A meeting between the student, faculty and Associate Dean & Director is held in a second attempt to reach resolution.

The student has the option to move to Step Three if there is failure to solve the problem.

FORMAL PROCESS

Step Three:

- a. The student submits a completed *Academic Review Form* to the Dean, School of Nursing and Health Sciences.
- b. A formal meeting is held with:
 - Dean
 - Associate Dean or Department Chair
 - Faculty member
 - Student
- c. The student may select to be accompanied by a non-legal support person.
- d. The student has the option to move to Step Four if there is a failure to obtain a satisfactory resolution.

Step Four:

If there are grounds for a subsequent formal grade appeal per university policy, the student may implement the Molloy University Grade Appeal Process. Refer to the **Molloy University College Undergraduate/Graduate Student Handbook and Calendar**. It is the responsibility of the student to obtain the instructions and to observe the deadlines for filing an appeal. **NOTE THE UNIVERSITY'S TIMEFRAME for submitting appeals.**

Revised 8-2023

**MOLLOY
UNIVERSITY
The Barbara H.
Hagan School of
Nursing & Health
Sciences**

ACADEMIC REVIEW FORM

THIS FORM IS TO BE COMPLETED BY STUDENTS WHO WISH TO PURSUE MEDIATION OF AN ACADEMIC ISSUE.

Student Name: _____
(Please print)

Date: _____

Course: _____

It is understood that an informal discussion has taken place between the student and the faculty member concerned.

Faculty name: _____

Date of meeting: _____

Outcome: _____

It is also understood that an informal discussion has taken place with the student, faculty, and the Associate Dean & Director.

Associate Dean or Department Chair: _____

Date of meeting: _____

Outcome: _____

FORMAL MEDIATION FOR ACADEMIC REVIEW

1. Specify problem or complaint: _____

2. Provide evidence to support the complaint: _____

3. State desired outcome: _____

Student Signature

Date

FOR DEPARTMENT USE ONLY

_____ **Resolution**

_____ **No basis for grade appeal**

_____ **Grade appeal**

Recommended Action _____

Signature

Date

Attendance

It is the accepted practice at Molloy University that faculty take attendance in all courses. Students should notify faculty if an absence is necessary as the result of a serious situation. Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course.

In the case of an online or hybrid course, attendance is considered similarly important. Therefore, failure to participate in academic activities in any given week is considered an absence. Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submission of a required assignment, digital interaction with the professor on an academic topic and completion of a quiz or exam. Administrative withdrawal results in removal from the course with a grade of “WA” or WF” determined by the point in the term and the academic performance. Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Religious Observances - A student who is to be absent from class because of a religious obligation or practice, should inform the instructor in writing at least one week before the day. The student has the right to make up any examination, study or work requirements, which may have been missed because of religious observances.

GRADING POLICY

(Effective Fall 2000)

A student’s scholastic standing is determined by an evaluation of grades attained. Each credit hour has a quality equivalent. The student’s index equals the total number of quality points divided by the total number of credit hours for which the student has received quality points.

GRADES:

A 93.0–100 4.0 quality points

A- 90.0–92.9 3.7 quality points

B+ 87.0–89.9 3.3 quality points

B 83.0–86.9 3.0 quality points

B- 80.0–82.9 2.7 quality points

C+ 77.0–79.9 2.3 quality points

C 73.0–76.9 2.0 quality points

C- 70.0–72.9 1.7 quality points

D+ 67.0–69.9 1.3 quality points

D 60.0–66.9 1.0 quality points

F Below 60.0 0-quality points

Failure: For students that attended the course and failed

I Incomplete - Computed as failure: Some requirement of the course is lacking.
(Automatically becomes an F if requirement is not met within specified time)

WA Withdrawn-Absent/Passing (No credits earned and no quality points)

WF Withdrawn-Absent/Failing (Computed as a failure)

P Passed (Course taken for credit and no quality points)

AU Audit (No credits earned and no quality points)

TECHNICAL STANDARDS IN RESPIRATORY CARE

The Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) [www.coarc.com] located at 1248 Harwood Road, Bedford, Texas 76021-4244, (817) 283-2835. The Respiratory Care Program is also an education program approved by the New York State Department of Education.

Students preparing for a career in Respiratory Care are expected to perform therapeutic and diagnostic techniques safely and accurately. Students must be able to perform the scope of practice as outlined in national and state standards, including:

- Maintain clinical competence under challenging and sometimes stressful situations
- Gather, assess and interpret patient data, and respond appropriately to changes in disease signs and symptoms, patient conditions and mental status (e.g. breathing, cardiac and neurologic patterns)
- Gather data, assess, interpret and respond appropriately to changes in equipment function/malfunction and safety alarms
- Demonstrate manual dexterity
- Be able to move and/or reposition patients and equipment
- Have a range of motion that allows for reaching hospital equipment such as oxygen administering systems, suction apparatus, electrical outlets, etc.
- Perform physical assessment accurately (e.g. auscultation, physical inspection, palpation, etc.)
- Utilize and monitor sophisticated equipment and technologies
- Read analog and digital displays
- Respond appropriately to a wide range of patient care needs
- Communicate effectively and utilize written and spoken English when interacting with patients, their families, and other health care professionals
- Record, read, write, and interpret data about a patient's condition from charts, radiology screens and computer information systems
- Respond to medical emergencies in a timely manner and perform life-sustaining procedures appropriately (e.g., CPR, ECGs, airway management, blood sampling and analysis)
- Practice universal precautions when interacting with patients and other health care providers
- Carry out orders accurately and in a timely manner
- Exercise proper clinical and intellectual judgment
- Work as an effective health care team member
- Demonstrate professional affective behaviors when interacting with patients, their families, and colleagues

Students having a past criminal record must declare this situation at the time of admission. Certain types of criminal offenses may result in an inability to receive professional licensure and job offers upon graduation. **Before starting the program**, students in this situation must speak with the program director to determine the extent of possible future difficulties with this issue.

REMEDIATION

Molloy University utilizes a Mid-Semester Appraisal System to assist students in identifying weaknesses and to direct students to resources for remediation. In addition to this system, faculty will recommend students seek remediation through attendance in **Open laboratory times**; to remediate deficits in psychomotor skills identified through lab and clinical performance evaluations.

FACULTY ADVISING AND OFFICE HOURS

All students in the Respiratory Care Program are assigned a faculty advisor. Please consult with your advisor first regarding all academic and non-academic issues. Your advisor will refer you for additional assistance as needed. All full-time faculty members have office hours. Please email for an appointment.

Please see the Director of Clinical Education for all issues regarding clinical rotations health clearances, and background checks.

If you have a problem with any of the Department's faculty or staff, please make an appointment with the Program Director to discuss your concerns. If your problem is not resolved contact the Chairperson of the Allied Health Sciences Department.

MEMBERSHIP IN PROFESSIONAL ASSOCIATION

Students are expected to apply for student membership in the American Association for Respiratory Care (AARC). Membership in the AARC is a vital component of being a professional member of this field. Benefits of student membership include access to electronic media, subscriptions to two of the field's primary journals: Respiratory Care and the AARC Times, automatic membership in the New York State Society for Respiratory Care, and significantly discounted admission fees at national, state, and local symposiums (American Association for Respiratory Care, www.aarc.org)

AARC STATEMENT OF ETHICS AND PROFESSIONAL CONDUCT

In the conduct of their professional activities, the respiratory care practitioner shall be bound by the following ethical and professional principles. Respiratory care practitioners shall:

Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.

Actively maintain and continually improve their professional competence, and represent it accurately.

Perform only those procedures or functions in which they are individually competent and which are within the scope of accepted and responsible practice.

Respect and protect the legal and personal rights of patients they treat, including the right to informed consent and refusal of treatment.

Divulge no confidential information regarding any patient or family unless disclosure is required for responsible performance of duty or required of law.

Provide care without discrimination of any basis, with respect for the rights and dignity of all individuals.

Promote disease prevention and wellness.

Refuse to participate in illegal or unethical acts, and refuse to conceal illegal, unethical, or incompetent acts of others.

Follow sound scientific procedures and ethical principles in research.

Comply with state or federal laws, which govern and relate to their practice.

Avoid any form of conduct that creates a conflict of interest, and follow the principles of ethical business behavior.

Promote the positive evolution of the profession, and health care in general, through improvement of the access, efficacy, and cost of patient care.

Refrain from indiscriminate and unnecessary use of resources, both economic and natural, in their practice.

SUMMER CLINICAL COURSEWORK

The curriculum for the Respiratory Care program includes required clinical courses that run in the summers following both the junior year. **Students must pay separate tuition and fees for this summer session.** This session is not included in either the fall or the spring semester tuition bills, and is considered separate summer semester.

INTELLECTUAL PROPERTY

Students are not to share electronic files previously obtained from the faculty with anyone for any reason, including other students. Any student who is in possession of any electronic file previously obtained from a faculty member without that faculty member's permission is to destroy it immediately after having notified the faculty member that it was surreptitiously obtained.

STUDENT ACTIVITIES

Students are encouraged to participate in orientation programs, recruitment functions, social and cultural events, Open House, and Career Days. Students have the opportunity to represent students' viewpoints on the Program, School, and College committees. All students are encouraged to join the respiratory Care Club.

Respiratory Care—B.S.

New York State Registered Program Code: 36291

HEGIS Code: 5215.00 {Respiratory Therapy Technologies}

Molloy Program of Study Code: RESBS

Program Learning Outcomes

Students will be able to:

- Function within inter-professional teams and communicate effectively with diverse populations.
- Demonstrate competence in the performance of all respiratory care diagnostic and therapeutic procedures required of a respiratory therapist entering the profession. Demonstrate competence in the application of problem-solving strategies in the patient care setting.
- Display competence in the application of ethical decision making and professional responsibility.
- Demonstrate leadership skills and knowledge related to management of healthcare services.

Requirements

General Education Requirements (32 Credits)

Acceptable courses listed under General Education Requirements.

Arts and Fine Arts (6 Credits) Two out of three disciplines: ART History, MUS History or COM Speech Communication

English Composition (3 Credits) ENG 1110

Languages (3 Credits)

Languages or Literature (3 Credits) Either a second Language course or Literature course

Social and Behavioral Sciences (6 Credits) Two out of three: History, Political Science, or Sociology

Philosophy (3 Credits)

Theology/Religious Studies (3 Credits)

Physical Education (1 Credit)

Core Course (4 credits)

NOTE: The General Education requirement is 44, and has been adjusted to 32, because the following Related requirements will also satisfy the General Education requirement: [BIO 1200](#); [ETH 2880](#); [MAT 1160](#); [PSY 1110](#).

Major RES Requirements (64 Credits)

RES 2010	Fundamentals of Respiratory Care
RES 2800	Human Disease
RES 2900	Respiratory Pharmacology
RES 3000	Respiratory Care I
RES 3010	Respiratory Care II
RES 3020	Respiratory Care Therapeutics I
RES 3030	Clinical Concepts and Assessment
RES 3250	General Respiratory Care Clinical
RES 3260	Fundamentals of Mechanical Ventilation
RES 3270	Pulmonary Function Studies
RES 3280	Respiratory Care Therapeutics II
RES 3500	Critical Care Practicum I
RES 3510	Pulmonary Function Practicum
RES 3600	Respiratory Pathophysiology
RES 4000	Neonatal/Pediatric Respiratory Care
RES 4260	Respiratory Care Therapeutics III
RES 4480	Hemodynamic Monitoring
RES 4500	Critical Care Practicum II
RES 4510	Specialty Practicum
RES 4600	Respiratory Care Management I
RES 4610	Respiratory Care Management II
RES 4650	Critical Thinking in Respiratory Care
RES 4900	Senior Seminar in Respiratory Care

Related Requirements (28 Credits)

BIO 1200	Anatomy and Physiology I
BIO 1210	Anatomy and Physiology II

BIO 2450	Microbiology
CHE 1120	Organic and Biological Chemistry
ETH 2880	Introduction to Bioethics
MAT 1150	Statistics
PHY 1600	Physics for the Health Sciences
PSY 1110	General Psychology

Electives (4 Credits)

One Elective credit must be Liberal Arts and Sciences (LAS) for a B.S. degree. If FST 1000 is taken, this requirement is met. If FST is not required, a LAS course must be taken as an Elective.

(Adjust Electives needed for having a Minor(s), Remedials, ESL, Honors Programs, PED/FST waivers as needed, under consultation with advisor. When FST is waived, take one additional Elective.)

Total Credit Hours: 128

[Powered by SmartCatalog](#)

EIGHT SEMESTER PLAN

Bachelor of Science in Respiratory Care

Course Code	Description	Credits
Semester 1 (Fall Year 1)		
BIO 1200	Anatomy & Physiology 1	4
CHE 1120	Org & Bio Chemistry	4
PSY 1110	General Psychology	3
ENG 1100	English Composition	3
FST 1000	College Experience	1
PED	General Education	1
	Total	16

Semester 2 (Spring Year 1)

BIO 1210	Anatomy & Physiology 2	4
MAT 1150	Statistics	3
PHI/TRS	General Education	3
HIS/POL/SOC	General Education	3
COM	General Education	3
	Total	16

Semester 3 (Fall Year 2)

BIO 2450	Microbiology	4
PHI/TRS	General Education	3
ART/MUS	General Education	3
LANG	General Education	3
HIS/POL/SOC	General Education	3
	Total	16

Semester 4 (Spring Year 2)

PHY 1600	Physics	3
LANG2/ENG LIT	General Education	3
ETH 2880	Medical Ethics	3
RES 2010	Fund Respiratory Care	1
RES 2800	Human Disease	2
Elective	Elective	3

Total 15

Semester 5 (Fall Year 3)

RES 3000	Respiratory Care I	3
RES 3010	Respiratory Care II	3
RES 3020	Res Care Therapeutics I	4
RES 3030	Clin Concepts & Assessment	3
RES 2900	Respiratory Pharmacology	3

Total 16

Semester 6 (Spring Year 3)

RES 3260	Fund Mechanical Ventilation	5
RES 3600	Respiratory Pathophysiology	3
RES 3250	Gen Res Care Clinical	2
RES 3270	Pulmonary Function Testing	2
RES 3280	Res Care Therapeutics II	2

Total 14

Semester 7 (Summer Year 3)

RES 3500	Critical Care practicum I	4
RES 3510	PFT Practicum	1

Total 5

Semester 8 (Fall Year 4)

RES 4000	Neonatal/Pediatric Res Care	4
RES 4260	Res Care Therapeutics III	4
RES 4500	Critical Care Practicum II	2
RES 4650	Critical Thinking Res Care	2
RES 4600	Res Care Management I	3

Total 15

Semester 9 (Spring Year 4)

RES 4480	Hemodynamics	3
RES 4900	Senior Seminar /Research	3
RES 4510	Specialty Practicum	2
RES 4610	Res Care Management II	3
CORE	General Education	4

Total 15

SECTION II
STANDARDS
OF CLINICAL BEHAVIOR
AND PRACTICE

INTRODUCTION

Clinical experience is the opportunity for the respiratory therapy student to practice and attain proficiency in respiratory therapy skills and other hospital based procedures. The hospital environment is used to make the transition from theoretical learning to actual patient care, and the development of interdisciplinary collaboration.

Clinical practice will help you develop skills in the following areas:

- Patient communication , safety and therapeutic relationship
- Health care team communication and collaboration
- Respiratory Therapy Protocol(practices and procedures)
- Hospital organization and procedures
- Safe practices

The hospital or clinical setting is a learning environment. Your personal gains depend on your actions, reactions, ambitions, assertiveness, willingness to help and learn, to apply the didactic training you have gained on campus utilizing the laboratory experience, Simulation Laboratory and competencies you will perform on campus.

Your supervision and evaluation is done by the preceptor model (a therapist at the clinical site) and evaluated by a faculty member during your clinical rotations.

The hospital is a learning environment. Your personal gains depend on your desires to have a positive learning experience. You are always a representative of the Molloy College Respiratory Therapy Program. Clinical rotations are the beginning of our professional life.

Clearance for Clinical Placements

In addition to other clinical clearance requirements, Allied Health Sciences' students must complete a drug test and initial background check through the program's approved vendor, prior to participating in clinical learning experiences. Clearance requirements vary by clinical site and are subject to change at any time. Students are responsible for all costs associated with the drug test and background check, along with all other clinical clearance procedures. Students entering the clinical sequence of an Allied Health Sciences' program curriculum will be informed as to the timeline and deadline for completion of all clinical clearance requirements.

Students must be aware that clinical placement sites reserve the right to deny, in their sole discretion, a student's clinical placement based upon the results of the background check, drug screening, noncompliance with safety or vaccination requirements, or other site-specific requirements. The Molloy University Barbara H. Hagan School of Nursing and Health Sciences ("The School") is not responsible for the clinical ineligibility of any student for any reason, including but not limited to whether a history of conviction, potential drug use, or to other circumstances which were disclosed to the School of the University prior to the student's matriculation. If a student's clinical placement at a clinical site is denied, the School does not guarantee the availability of an alternative clinical placement. The School is under no obligation to affirmatively seek out additional clinical placement sites that may be willing to accept a student who has been denied a clinical placement. If a student cannot be placed in an established clinical site for any reason, including, but not limited to, a failed background check or drug test, clinical clearance, or other finding, he/she will not be able to complete the Allied Health Sciences' program and will therefore be removed and dismissed from the Allied Health Sciences' program.

Criminal Background Checks

The Respiratory Care program's educational requirements include placement at one or more hospitals or other off-campus clinical training sites, and these sites may require a student to pass a criminal background check before the student can be placed for clinical training. If, based upon the results of a criminal background check, the site determines that a student's participation in its clinical training program would not be in the best interest of the site, the site might deny that student admission to the training program. Please note that if a clinical training site determines that you may not take part in its clinical program based on the results of a criminal background check, you may be unable to complete your course requirements. It is important for you to consider this before you enroll in the Respiratory program. Molloy University has no obligation to refund your tuition or fees or to accommodate you in the event you are ineligible to complete your course requirements based on the results of a criminal background check, or if you are denied a license to practice Respiratory Therapy.

Respiratory Therapy Licensure in New York State

Any use of the title "Respiratory Therapist" or "Respiratory Therapy Technician" within New York State requires licensure. To be licensed as a Respiratory Therapist or Respiratory Therapy Technician in New York State candidates must:

- Be of good moral character, be at least 18 years of age; and meet the education and examination requirements established by the State Board.
- Candidates must submit an application for licensure and the other forms indicated, along with the appropriate fee, to the Office of the Professions at the address specified on each form.
- It is the candidate's responsibility to supply any additional material required by the State Board.

The specific requirements for licensure are contained in Title 8, Article 164, Sections 8504 and 8510 of New York's Education Law and Part 79-4 of the Commissioner's Regulations.

Candidates should also read the general licensing information applicable to all professions

-If candidates have a history which includes any legal actions, the student should check with the NYS Licensing Board as to their status as to their ability to obtain a NYS License. This includes any felonies committed, certain misdemeanors, child support issues, etc.

PHYSICAL EXAM AND IMMUNIZATION RECORDS

All students are required to complete the ALLIED HEALTH SCIENCES PHYSICAL FORM , along with copies of their blood work and titers, prior to the start of clinical rotations. Any student who does not provide the required health clearance documentation will not be allowed to attend clinical courses until all the requirements are completed. Clinical rotations also require screenings, immunizations, and blood titers for certain diseases.

You will have to arrange for required screenings, immunizations and blood titers prior to beginning

clinical rotations each school year. In some instances, a chest x-ray may be also required.

CastleBranch is a nationally-known firm that collects and reviews pre-clinical paperwork, for example physicals, blood titers, CPR certification, etc. The Molloy University Barbara H. Hagan School of Nursing and Health Sciences has implemented this firm

In September, during the first weeks of fall classes, a specific **CastleBranch** link will be provided to all entering Respiratory Therapy students. You will then need to create an account, pay the fee, and upload your information and documentation.

Please make certain you select the first option that includes the full package of services (Compliance Tracker, Background check, and Drug test). The other 2 options are only for an additional background check or drug test, if required in the future.

Once your paperwork is submitted and reviewed, **CastleBranch** will let us know that you are cleared to begin your clinical rotations.

Students are required to arrange to complete the additional requirements and to have the appropriate documentation sent as directed to the specified receiving agency (Respiratory Care Program, or Clinical Affiliate).

In the event that a criminal background check, physical examination, and/or lab data uncovers information, which would preclude student participation, the student will not be permitted to undertake that given activity. The Director of Clinical Education, in consultation with the Program Director, will review the nature of the situation with the student. The student will be informed when and if clinical rotations can be resumed. Please note that if a clinical training site determines that you may not take part in its clinical program based on the results of drug-screening tests or background check information, you may be unable to complete your course requirements. The Molloy Respiratory Program in general, will not be able to find the student another clinical site during the current semester. It is important for you to consider this before you enroll or progress in the Respiratory program.

POLICY ON MANDATORY STUDENT DRUG TESTING PRIOR TO PARTICIPATION IN CLINICAL ACTIVITIES

THE BARBARA H. HAGAN SCHOOL OF NURSING AND HEALTH SCIENCES POLICY ON MANDATORY STUDENT DRUG TESTING PRIOR TO PARTICIPATION IN CLINICAL ACTIVITIES

PURPOSE

The Program recognizes that substance abuse can impair the professional judgment required of the student respiratory therapist and that drug testing is a reliable, objective, evidence-based tool to identify those who are currently engaging in the unauthorized or improper use of controlled substances. Substance abuse jeopardizes the ability of the student to administer safe, competent patient care, and healthcare organizations are requiring urine drug screening prior to allowing students in the clinical facility. Safety in the delivery of patient care is the basis for drug testing. The purpose of this policy is to set forth the requirements of Molloy University that all students in the Program undergo drug testing as set forth in this policy and test negative before being permitted to engage in any clinical activity through the Program .

SCOPE

This policy applies to all students in the Respiratory Care Program who will be participating in clinical activities through the Program.

POLICY

1. Students in the Program are required to complete a drug screen with a negative test result as part of the requirements for approval to participate in a clinical placement. The drug testing shall be conducted prior to the first clinical course in the curriculum, and as required by the healthcare facility at which the student is placed ("clinical site"). Testing is required to be completed by the established deadlines as determined by the Program or, alternatively, the agency. Failure to complete the requisite drug testing by any established deadline will result in the delay and/or withdrawal of a clinical placement. Students are responsible for the cost of all drug tests. Testing under this policy is in addition to any testing required by the policies and procedures at any clinical site.

1. Students are required to sign all necessary consent and release forms related to any drug testing. By participating in the drug testing procedure, the student is authorizing release of the drug testing results in accordance with this policy should it be required.

2. Drug tests shall be performed through a testing facility designated by the Program. The designated testing facility shall determine what constitutes a positive or negative test result. Students will be directed to an acceptable testing facility by the vendor selected by the Program to manage clinical compliance documentation, currently Castle Branch portal.castlebranch.com

3. All test results are made available to the student in accordance with the procedures utilized by the testing facility.

4. A positive test result will be reviewed by the Medical Review Officer ("MRO") utilized by the testing facility prior to release to the student. An MRO is a nationally certified, licensed medical doctor or osteopath responsible for receiving laboratory results who has knowledge of substance abuse disorders and appropriate medical training to interpret and evaluate positive test results, medical history and any other relevant biomedical information. MRO reviews are usually completed within seven (7) business days of an initial positive test result.

5. If a test result is positive, the MRO will notify the student in accordance with the testing facility's procedures.:

a. If the student responds to the MRO, the MRO will interview the student and may undertake a further review in accordance with the testing facility's procedures. If, following an interview and any further review, the MRO concludes that the test result is positive, the test shall be reported as positive and both the student and the Program Director shall be notified.

b. If the student does not respond to the MRO within the testing facility's designated timeframe, the MRO shall report the test as positive and both the student and the Program Director shall be notified.

6. A student who tests positive under this policy, or fails or refuses to comply with this policy, shall be dismissed from the Respiratory Care Program. Any attempt to delay, hinder or tamper with any testing or to alter the result of testing, shall be considered a refusal to comply with this policy.

7. Action taken by the Program pursuant to this policy shall only be reviewable by the Chairperson.
8. Because this policy applies to pre-clinical drug testing, positive test results fall outside the definition of “clinical misconduct” in the Respiratory Care Policy Handbook.
9. As required by law, a student who is licensed as a health care professional and who tests positive or is suspected of substance abuse will be reported to the appropriate state Board issuing the student’s license.
10. Students with positive drug screens will additionally be referred to the Associate Dean for Academic Affairs.

STUDENT HEALTH INSURANCE

All Molloy students are now required to either purchase health insurance through the university, or provide proof of equivalent insurance. This is a university-based policy for all full-time students.

STUDENT INJURIES OR ILLNESS WHILE ATTENDING CLINICAL

All incidents involving student illness or injury during a clinical rotation are to be reported to the Director of Clinical Education and/or program faculty as soon as possible via email and phone (to the Allied Health Science office (516) 323-3383. The DCE and faculty will communicate all incidents to the Program Director.

The student should be seen for emergency care and needle sticks as recommended by the covering clinical faculty. This does not include routine care for colds, flu or other routine medical care. All paperwork required by the clinical site must be completed. Treatment at an Emergency Room at the clinical site may come with financial obligation.

NON-EMPLOYEE POLICY

Students must not complete clinical coursework while in the employee status at a clinical affiliate. Students shall not receive any form of remuneration in exchange for work they perform incident to their clinical training. Students must not be used to substitute for clinical, instructional, or administrative staff.

BLS CERTIFICATION

All students are required to have current American Heart Association Basic Life Support for Healthcare Providers (BLS) certification. Students will not be allowed to attend clinical rotations if this certification has either not been obtained, or has expired. An original signed BLS certification card must be submitted into Castlebranch..

RESPIRATORY CARE IN A CULTURALLY DIVERSE WORLD

Respiratory Care Practitioners need to become informed about and sensitive to culturally diverse subjective meanings of health, illness, caring, and healing practices. A transcultural care perspective is now considered essential for health care professionals to deliver quality care to all clients.

Working with clients of different cultural beliefs provides RCP with the opportunity to enrich their own lives through an understanding of the difference of others.

Kittler and Sucher (1990) suggest a four-step process to improve cultural sensitivity:

1. *Become aware of one's own cultural heritage*, RCP should identify their own cultural values and beliefs. For example, does the RCP value stoic behavior in relation to pain? Are the rights of the individual valued over cultural (Values, practices and beliefs) can a person be ready to learn about another's
2. *Become aware of the clients culture as described by the client*. It is important to avoid assuming that all people of the same ethnic background have the same culture. When RCP has knowledge of the client's culture, mutual respect between client and RCP is more likely to develop.
3. *Become aware from the client of adaptations made to live in North America culture*. During this interview, a RCP should identify the client's preferences in health practices, diet, and hygiene and so on.

4. *Form a RCP protocol care plan with the client that incorporates his or her culture. In this way, cultural values, practices, and beliefs can be incorporated with care and judgment*

THE CLINICAL PRECEPTOR MODEL

The Clinical Preceptor Model is used for clinical training by health care programs across the country. A preceptor is a person generally a staff person who teaches, counsels, inspires, and acts as a role model. This person supports the growth and development of an individual (the novice) for a fixed and limited amount of time. The careful pairing of a novice with an experienced, trained chosen staff therapist in the clinical setting provides an environment of nourishment and growth for the novice and of recognition and reward for the preceptor.

We determined that this model has the following characteristics that we want to use:

1. The students do their clinical rotations by being paired (one student with one staff person) with a staff member (referred to as clinical preceptors) who has a normal patient load assignment.
2. A limited amount of supervision is provided by the university through the use of its classroom and faculty/clinical educators who visit the facility
3. At first the student just observes the staff member do the patient care procedures, and then gradually begin assisting the staff member with the accomplishment of their patient load, the students are eventually able to take and correctly accomplish the patient care assignment.
4. Only one or two students are likely to be scheduled per shift at any one time.
5. Students must come for minimum of 8 and max of 12 hours per shift.
6. The students are more like apprentices, vs students' formal instruction

Criteria for selection of preceptor

1. Licensure- RT has an active New York license
2. The RT is employed at the institution
3. Skill- the RT has been trained as a preceptor and has demonstrated expertise in the delivery of respiratory care. (As determined by the department administrator, clinical supervisor and/ Molloy clinical educator or pairing staff and students on a given shift).

Goals for the student:

Complete clinical hours and competencies required by the State of New York and Molloy College Respiratory Care Program. Make a smooth role transition from student role to entry-level respiratory therapist role.

Goal for the clinical affiliate:

Contribute to the learning process of RCP students, which will ensure the preparation of competent graduate respiratory therapist. Provide opportunity for selected respiratory staff to gain experience as a preceptor. Assist in the transition that new graduates must make when they enter the job market

RESPONSIBILITIES OF THE MOLLOY UNIVERSITY RESPIRATORY CARE STUDENT

Each facility is governed by a set of policies and procedures; you are to follow the guidelines of the clinical facility. These are always kept current and accessible to students. If any questions arise as to matters related to policy or procedure, please refer to these manuals. The student will: Perform patient care under supervision a preceptor assuming an increasing level of responsibility on a daily basis.

1-Monitor their competency list, discuss competency list with preceptor and /or clinical educator

- 2- Identify competency yet to be completed and discuss with clinical preceptor and or clinical educator
- 4-Notify clinical affiliate clinical preceptor and or clinical educator if going to be tardy or absent in a timely and appropriate manner.
- 5- Adhere to the Molloy RC student dress guidelines when in a clinical facility.
- 6- 6- Review necessary theory and clinical content to maximize safety and performance.
- 7-Consult with Molloy clinic coordinator weekly and PRN
- 8-Participate in conference with preceptor and Molloy faculty
- 9-Participate in the evaluation of the preceptor program
- 10-Conform to all policies and procedures particular to the clinical facility

Every patient has the right to privacy (HIPPA). As students, you will have access to personal information. You must respect the patient's right to privacy. You should not discuss patient's condition with friends or relatives.

When determining appropriate behavior, do not always copy fellow practitioners. It is the responsibility of the student to follow acceptable practice at any assigned site.

RESPIRATORY CARE PROGRAM CLINICAL GUIDELINES

CLINICAL ATTENDANCE POLICIES

- A. Students will attend clinics every scheduled day.
- B. Clinic hours will vary according to hospital placement.
- C. Students who are not at clinic during the scheduled day and time will be assessed an absence period.
- D. All absences must be made up. All makeup time must be completed prior to the last week of the clinical rotation in order to complete the course.
- E. Make-up time is not scheduled to interfere with scheduled classes or clinic days. The scheduling of make-up time is done by the Director of Clinical Education, in conjunction with the hospital affiliate.
- F. Absence periods may be excused or unexcused at the discretion of the Director of Clinical Education.
- G. Excused absences generally include illness with documentation or family crisis. Make-up time will be required.
- H. Unexcused absence periods are assessed for:
 - Two late arrivals
 - Failure to notify the Director of Clinical Education of late arrival or absence PRIOR to the start of the clinical shift.
 - Failure to notify the clinical site of late arrival or absence PRIOR to the start of clinical shift.
 - Leaving clinic before designated time.
 Make-up time will be required for all absences.
- I. The student will lose one grade level for ONE unexcused absence. TWO unexcused absences will result in a failing grade.

DRESS CODE AND PROFESSIONAL APPEARANCE

The purpose of the dress code is to assist the student in projecting an image of professionalism and enable the student to function efficiently and safely in any clinical setting.

It is the responsibility of the student to comply with the dress codes, as well as any individual requirements of

the clinical agency. If a faculty member or clinical preceptor deems that the student's appearance is either unprofessional or unsafe or does not meet agency standards, the student will not be permitted in the clinical area and may be asked to return to campus.

The following requirements apply to all:

- School approved uniform that is clean, properly maintained and appropriately fitted to allow for unrestricted movement. Additionally, uniform is also free of tobacco odor, excessive fragrance, and body odor.
- Any garment worn under the uniform should be tucked into the pants or skirt and must be a solid white without logos. Tops should fully cover back and abdomen, even with full range of motion. Skirts and dresses must fall at or below the knee and be worn with hose or tights that are neutral or white. Pants length should stop at top of shoe at instep.
- Shoes must have closed front and backs with flat rubber or other quiet soles and no visible logos. Shoes should be clean and in good condition.
- Name pin which includes student name and school affiliation
- Molloy patch on the upper left sleeve of the uniform
- Must have a watch with a sweep second hand/or one that displays seconds
- Must have a stethoscope
- Fingernails must be no longer than 0.25 inch past the end of the finger. Only unchipped clear nail polish is permitted. Artificial nails and extenders are not permitted.
- Hair must be simply arranged, neat, clean, off the collar, away from the face and well- controlled. Plain barrettes, bobby pins or elastic bands may be used but no decorative hair ornaments, decorative caps or scarves are permitted. Headbands are permitted and must be in good taste. Head coverings worn for religious beliefs must allow the student to use a stethoscope and other medical instruments and must not interfere with asepsis, patient exams or therapeutic communication. Hair must be worn in a naturally occurring color.
- Students must have beard/mustache neat and trimmed to maintain adequate asepsis and professional appearance (no longer than ½" in length).
- Jewelry is not permitted except for one small stud earring in each earlobe, if the ear is pierced. No facial piercing unless for religious reasons are permitted.
- As much as is possible tattoos must not be visible. When unable to cover, body artwork and/or tattoos must be in good taste, not promoting racism or racist ideology or depicting offensive logos, slogans, nudity, hate speech, violence, or profanity.

In agencies not requiring the student uniform, students must adhere to the dress code of the agency. In all cases the general guidelines noted above apply. Additionally, all clothing must be in good taste, not promoting racism or racist ideology or depicting offensive logos, slogans, nudity, hate speech, violence, or profanity

ADDITIONAL STUDENT RESPONSIBILITIES

- A. Students are required to complete Castlebranch health form prior to attending clinical. Refer to instructions on Castlebranch.
- B. Students should become familiar with the departments policy and procedure manual including emergency disaster plans.
- C. Students should not count on morning break for breakfast. Lunch is to be scheduled around scheduled treatments.
- D. Students are responsible for proper completion of all assigned procedures. Any conflicts in

orders for therapy should be discussed with the clinical preceptor or supervisor prior to starting treatments.

- E. Students should not be idle. Time between treatments should be utilized to work on case reports or study for classes and evaluation.
- F. Students should be ethical and professional at all times. Students are subject to dismissal for shoddy work, unsafe conduct or any unprofessional behavior.

CLINICAL ROTATIONS - Documentation and evaluation

All required clinical forms and evaluation instruments will be provided to the student via Canvas and trajecsys. For the specific clinical objective for each rotation, please refer to the course outline and the clinical objectives for the specific course.

The clinical log will be completed daily, verifying the date, contact hours and clinical subject matter/objectives covered each day; the log must be initialed daily by the participating students' clinical preceptor for the day.

The students' clinical experiences are comprised of therapeutic and diagnostic tasks that are specific for each rotation and tailored to a particular affiliate.

At the conclusion of the course or rotation, students must submit the completed, signed clinical log along with all other documents required for the clinical course rotation to the Director of Clinical Education.

It is the responsibility of the student to keep the log updated and to obtain required signatures. Failure to do so may result in a lowering of the final grade.

All students are responsible for conducting themselves in a professional manner during any educational experience at a clinical affiliate and for demonstrating respect towards its personnel, patients, and families. Should a problem arise (personally, professionally, or medically), the student should immediately contact the clinical instructor and Director of Clinical Education. It is our hope to make your clinical rotation as rewarding as possible.

PERFORMANCE EVALUATIONS BY DIRECTOR OF CLINICAL EDUCATION &/OR OTHER FACULTY MEMBERS

There will be performance evaluations during this rotation. Each one is designed to evaluate the students' progress to date and provide feedback for remediation. The student will be directly observed performing clinical task and scored using an Observation scoring tool.

CRITERIA FOR REPEATING CLINICAL EVALUATION

A score below 77 in any of the performance evaluations will require a reevaluation of the student. Criteria for Immediate Dismissal from a Clinical Site with subsequent RC review of students' progress to date:

- A. A failure on the second evaluation of a performance evaluation
- B. Chronic tardiness or absenteeism which is defined as more than two(2) occurrences in one week or three(3) for the current rotation without medical documentation and or/failure to contact the site, covering program faculty, and the Director of Clinical Education
- C. Academic and or clinical dishonesty and failure to report such occurrences.
- D. Failure to follow clinical guidelines
- E. Demonstration of inappropriate clinical judgment that endangers the welfare of patients, their

family, oneself, or clinical affiliate personnel.

STUDENT EVALUATION

The clinical faculty is responsible for evaluating the students' performance in all content as outlined in the clinical guidelines. All clinical faculty will evaluate each student individually, and as objectively as possible. This includes proper documentation at all times. Following this format will allow fairness to all individuals involved in the evaluation process. The student should be evaluated, and then the evaluation will be reviewed and signed by the student.

Clinical faculty members will also be called upon to counsel students in both professional and academic matters. This responsibility is not taken lightly. All counsel will be provided in an atmosphere of trust and positive reinforcement. Any problems that cannot be resolved by the parties involved will be referred to the Director of Clinical Education as soon as possible

CLINICAL PERFORMANCE COMPETENCIES:

The clinical objectives are designed to document the skills that the student will accomplish. All skills are learned and checked off in the laboratory setting prior to practice and skill attainment in the clinical setting. A particular skill will be accomplished and documented on the competency sheet that deals with that particular skill in the designated clinical course. The performance evaluations are located in the laboratory book. These skills vary in difficulty according to the ability of the student through the course of the program. The student will learn a variety of skills each time acquiring skills of a greater degree of difficulty. These skills are designed to designate the degree of difficulty as well as the proper sequence of objectives. Please refer to the individual course outlines for the lab skills and clinical skills required in each phase of the curriculum. In addition, first semester freshman students have pre-clinical laboratory in which basic objectives and competencies are mastered prior to going to the clinical setting in their second semester.

PERFORMANCE EVALUATIONS

Hand washing Isolation Procedures Vital signs
 Breath sounds
 Physical Assessment
 Patient Positioning Chest Percussion and Postural Drainage PEP Mask Therapy
 Flutter Valve HFCWO (The vest)
 Cough Assist Mechanical Ex-sufflator
 Adjunct Breathing techniques Incentive
 Spirometry
 IPPB IPV
 Pulse Oximetry
 Equipment Processing
 Arterial Puncture Arterial
 Line Sampling Manual
 Resuscitation
 Endotracheal Suctioning
 Nasopharyngeal suctioning

Trach/stoma care Intubation
 Extubation
 Monitoring of Cuff Pressures
 Initiation of volume control ventilation
 Patient Positioning
 Oxygen Administration
 MDI administration DPI
 administration
 Humidity and Aerosol Therapy Small
 Volume Nebulizer Therapy
 Initiation of pressure control ventilation
 Initiation of CPAP
 Initiation of pressure support
 Bedside PFT
 Monitoring Mechanical ventilation Waveform
 analysis
 Spontaneous breathing trial
 Initiation of Non-Invasive Positive pressure Ventilation
 Advanced modes of Ventilation
 CVP and Pulmonary Artery Monitoring End
 Tidal CO2 monitoring
 Initiation of neonatal mechanical ventilation Monitoring
 of neonatal mechanical ventilation Initiation of
 Neonatal nasal CPAP
 High frequency Oscillatory ventilation
 Transcutaneous monitoring
 Capillary Sampling Basic
 Spirometry Liquid
 Oxygen Systems Oxygen
 Concentrators
 Bronchoscopy Assisting
 Chest x-ray interpretation Chest
 tubes
 ECGS

TRAJESYS CLINICAL TRACKING SYSTEM

The Trajecsyst Report System is a mandatory component of our respiratory care student laboratory and clinical site documentation. The system, through student log in/out their clinical site, documents clinical hours in attendance.

It allows students to report progress toward mastery of specific skill sets as designated by each laboratory and clinical practice course.

Students will report the skill, level of participation (observed/assisted/performed), supervising instructor or preceptor, time spent, pathology, or other available data points.

Proficiency checklists (also known as competencies, checkoffs, validations, etc.) will also be documented in Trajecsyst and used for grade determination as appropriate.

CASE PRESENTATION

For most clinical rotations, each student is required to present at least one clinical case to the clinical faculty and his peers. The case presentation will be based on an actual patient situation that the student has been following during the practicum and an article related to the case. Students are provided with a case presentation format to guide them in the development of their case.

LABORATORY ACCESS

Access to the Respiratory Care Laboratory, for the practice required for the attainment of psychomotor skills and for remediation, is available during open lab hours that are scheduled and posted. The lab is available during normal school hours and Saturdays. Laboratory must be kept clean. There is to be NO FOOD OR DRINKS brought into the lab. There is a sign in policy required for those students who use open lab times.

PROFESSIONAL CONFIDENTIALITY - HIPAA

The importance of confidentiality cannot be overemphasized. It is mandatory that you adhere to all HIPAA (Health Insurance Portability and Accountability Act) standards. Discussion of patients must be limited to pre- and post-conferences and respiratory care classes. At no time are patients to be discussed at breaks, on elevators, in the shuttle bus, or in other inappropriate settings. Only patient's room numbers may be used on written work. Patient charts are confidential records and may not be photocopied. Refer to Confidentiality Statement Form.

SOCIAL MEDIA

Absolutely no patient information can be used on social media sites such as YouTube, Facebook, Instagram Twitter, etc. This information is available to everyone in the world who has internet access, including Molloy College faculty and staff as well as potential employers. Students are urged to take this into consideration when posting on these or other internet networks. The best postings adhere to appropriate internet etiquette and portray a professional network identity. The Respiratory Care program will take swift action to protect patient confidentiality with resultant dismissal of the student from the program if the student is found in violation of this mandate.

SMOKING POLICY

All Affiliated Hospitals/Agencies have smoke-free and tobacco-free campuses for all employees, medical staff, students, volunteers, patients and visitors - both inside and outside of the facilities (including cars in the parking areas). No smoking or use of smokeless tobacco products is allowed while in uniform. The faculty, patients, and clinical preceptors should not be able to detect the smell of tobacco products on the students while in the clinical setting. Students failing to follow the smoking policy will be sent home with an unexcused absence.

TRANSPORTATION TO CLINICAL AFFILIATES

The student will be responsible for his/her own transportation to and from agencies utilized for clinical experiences. It is necessary for students to have reliable transportation.

Substance Abuse

According to State Law, the use of alcoholic beverages is prohibited to anyone under the age of 21.

Any student under the influence of alcoholic beverages or illegal substances on campus or during clinical experience is subject to disciplinary action as stated in the Molloy College Student Handbook.

A student reporting to clinical agency under adverse influence of any type will not be permitted to remain in the agency that day. The matter will be referred to the Program Director for further evaluation and disciplinary action if warranted.

Nondiscrimination in Respiratory Care Practice

In order to meet the learning needs of the student, and in keeping with the philosophy of the School of Nursing and health Sciences, patient assignment will be made without regard for diagnosis, value systems, gender, cultural background, or religion.

Molloy believes that it has a moral commitment to its students, faculty, and the community to demonstrate compassion and understanding toward individuals who have communicable or infectious diseases. Molloy, in accordance with sections 503 and 504 of the Rehabilitation Act of 1973, will not discriminate against such individuals, nor will it discriminate against any individual based on the perception that the student is a member of a group at risk for such infection.

Guidelines for Clinical Experiences/On-Campus Lab

Standard Precautions, as established by the CDC, must be followed by students and faculty during all clinical experiences:

1. Guidelines in the use of protective precautions, equipment and supplies necessary to minimize the risk of infection will be provided to the students as per CDC guidelines.
2. Students will be held accountable during clinical experiences for the safe and effective use of recommended protective measures. When monitoring reveals a failure of the student to follow recommended precautions, counseling and re-education will be provided by the Program.
3. Prior to entering the clinical area, it is the responsibility of the student to become familiar with current information on the epidemiology, modes of transmission, and prevention of infectious disease and the need to follow the guidelines for the use of Standard Precautions.
4. In instances where a student demonstrates apprehension or refusal to care for a patient with an infectious disease, the faculty will provide education and counseling to that student. If refusal persists, career counseling should be given to determine whether the student should continue to study respiratory care.
5. Students will be assigned to care for patient with communicable/infectious disease based on their theoretical knowledge and clinical competence, as determined by the judgment of the clinical

instructor.

Infectious Disease Policy

Nassau County Department of Health

- a. New York State Public Health Law 2165 requires post-secondary students attending colleges and universities to demonstrate proof of immunity against measles, mumps and rubella.
- b. Additionally, clinical agencies require the following tests which identify immunity levels: Titrers are required for: (i) Varicella (Chicken Pox), (ii) Rubeola (measles), (iii) Rubella (German measles) and (iv) Mumps. Lab reports of the four (4) titers are required.
- c. Tuberculosis Testing (PPD)
 - i. Students new to Molloy College must have a two-step PPD. The first implantation must be read and then followed by a second implantation within a one to three week period of time which must also be read. Two negative readings are required. An x-ray is necessary if a PPD Tuberculin Test is positive. Routine chest x-rays are not required otherwise.
 - ii. In subsequent school semesters, students that have had negative two-step PPDs will require only the one step PPD yearly.
 - iii. Students that are unable to have a PPD (i.e., due to pregnancy) can have a QuantiFERON Gold blood test and then in subsequent years continue with the one-step PPD.
 - iv. Students with a positive PPD require a subsequent negative chest x-ray. Yearly physicals must specifically note that a pulmonary assessment shows no evidence of disease.
- d. Pertussis. As an adult if you have **not** had a vaccine that contains Pertussis (whooping cough), you will need to have a separate Pertussis vaccination. This vaccine is known as **Tdap**. A booster is required every ten years. Currently this is not required but highly recommended (**Policy notification fall 2011**).
- e. Hepatitis B vaccine is required prior to beginning clinical practice. (Follow-up titer recommended). A student who declines immunization must complete a declination form to be filed in the School of Nursing.
- f. Influenza Vaccination

As per New York State Department of Health all students must receive a flu vaccine yearly. Agencies have the right to decline to permit unvaccinated students on their clinical campus. Those students who cannot medically receive the vaccine must provide appropriate documentation from their health care provider. All efforts will be made to secure a clinical placement for those students.

CLINICAL AFFILIATES LIST--- 9/09/2022

GOOD SAMARITAN HOSPITAL
1000 Montauk Highway, W. Islip, NY 11795

JAMAICA HOSPITAL
8900 Van Wyck Expressway, Jamaica, NY 11418

NORTHWELL @ LONG ISLAND JEWISH MEDICAL CENTER
Lakeville Road, New Hyde Park, NY 10040

NORTHWELL @ MANHASSET
300 Community Drive, Manhasset, NY 11030

MERCY MEDICAL CENTER
1000 North Village Avenue, Rockville Centre, NY 11571-9024

NORTHWELL @ PLAINVIEW
888 Old Country Road, Plainview, NY 11803

NORTHWELL @ GLEN COVE
101 St. Andrews Ln. , Glen Cove, NY 11542

LONG ISLAND JEWISH VALLEY STREAM
900 Franklin Ave., Valley Stream, NY 11580

ST JOSEPH'S HOSPITAL
4295 Hempstead Turnpike, Bethpage, NY 11714

KINGS COUNTY HOSPITAL CENTER
451 Clarkson Ave, Brooklyn, NY 11203

HARLEM HOSPITAL
506 Malcolm X Boulevard, New York, NY 10037

LINCOLN HOSPITAL
234 Eugenio Maria De Hostos Blvd, Bronx, NY 10451

FLUSHING HOSPITAL MEDICAL CENTER
4500 Parsons Blvd, Flushing, NY 11355

BROOKDALE UNIVERSITY HOSPITAL AND MEDICAL CENTER
555 Rockaway Parkway, Brooklyn, NY 11212

BROOKHAVEN MEMORIAL HOSPITAL MEDICAL CENTER
101 Hospital Road, Patchogue, NY 11772

LONG ISLAND JEWISH FOREST HILLS
102-01 66th Road, Forest Hills, New York 11375

SILVERCREST CENTER FOR NURSING AND REHABILITATION
144-45 87th Ave. Briarwood, New York 11435

COLD SPRING HILLS
Center for Nursing and Rehabilitation
378 Syosset-Woodbury Road
Woodbury, NY 11797

MOUNT SINAI SOUTH NASSAU
One Healthy Way
Oceanside, NY 11572

NYU LANGONE HOSPITAL—LONG ISLAND
259 First Street
Mineola, NY

QUALITY MEDICAL FITNESS
389 Fort Salonga Road, Suite #2
Northport NY, 11768

ST CHARLES HOSPITAL
200 Belle Terre Road
Port Jefferson, NY 11777

MOLLOY UNIVERSITY**ALLIED HEALTH SCIENCES DEPARTMENT
PHYSICAL FORM**

Program Enrolled in (circle one) CVT RES NMT

Last Name: _____ First Name: _____ ID# _____
 Maiden Name: _____ Date of Birth: _____ Male Female
 Address _____
 _____ Phone: _____

Titres Required on INITIAL PHYSICAL ONLY:**LAB REPORTS MUST BE ATTACHED FOR EACH TITRE!**

Rubella	Titre	Value _____	Result: _____
Rubeola	Titre	Value _____	Result: _____
Varicella	Titre	Value _____	Result: _____
Mumps	Titre	Value _____	Result: _____

**NEGATIVE TITRES FOR RUBELLA, RUBEOLA AND MUMPS REQUIRE PROOF OF TWO (2) MMR's, A
 NEGATIVE VARICELLA TITRE REQUIRES PROOF OF TWO (2) VARICELLA VACCINES.**

MMR #1- _____ MMR #2 - _____
 VARICELLA #1- _____ VARICELLA #2 - _____

Diphtheria/Tetanus/Pertussis: [Within Last 10 Years] (Tdap) _____ (Td) _____
 If, as an adult you haven't had a vaccine that contains pertussis (whooping cough) one of the doses you receive **needs to have pertussis in it.**

**ALLIED HEALTH SCIENCES STUDENTS ARE TO BE IMMUNIZED WITH HEPATITIS B VACCINE PRIOR
 TO THE BEGINNING OF CLINICAL PRACTICE OR MUST SIGN A DECLINATION STATEMENT.**

Hepatitis B Vaccine: 1) Date _____ 2) Date _____ 3) Date _____

DECLINATION STATEMENT

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been informed of the need to be vaccinated with Hepatitis B Vaccine. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccination, I continue to be at risk of acquiring Hepatitis B, a serious disease.

Name (Print): _____ Date: _____

SIGNATURE: _____

MOLLOY UNIVERSITY ALLIED HEALTH SCIENCES DEPARTMENT

I certify that _____ (print name of Student)

Is in good health as determined by a recent physical examination of sufficient scope to ensure that he/she is free from health impairments which may be of potential risk to patients or other personnel or which may interfere with the performance of his/her duties, including habituation or addiction to depressants, stimulants, narcotics, alcohol or other drugs or substances which may alter individual behavior. This individual is able to participate in clinical learning experiences as an Allied Health Sciences student.

I have identified the following:

B.P.: _____ Vision: _____ Hearing: _____ Allergy to Latex: Yes _____ No: _____

Other Allergies:

Illnesses:

Injuries:

Restrictions on activity:

Medications:

Disabilities:

*Students with disabilities are considered on an individual basis. Students must be able to meet program objectives.

Name of Health Care Provider:

* Stamp is required.

Address: _____ Phone: _____

Health Care Provider Signature: _____ Date: _____

RELEASE OF HEALTH RECORDS

I, the undersigned, authorize release of information from my Health Record to affiliating Clinical agencies.

PLEASE SIGN BELOW:

Signature of Student: _____ Date: _____

COPY OF BLS/CPR CARD MUST BE SUBMITTED IF REQUESTED BY INSTRUCTOR

Fall 2022

**MOLLOY UNIVERSITY
ALLIED HEALTH SCIENCES DEPARTMENT
PHYSICAL FORM - TB**

PROGRAM ENROLLED IN (CIRCLE ON) CVT NMT RES

Last Name: _____ *First Name:* _____ *ID#* _____
Maiden Name: _____ *Date of Birth:* _____ *Male* *Female*
Address _____
 _____ *Phone:* _____

On Initial Physical Only You Must Provide Documentation of Two (2) PPDs Within 365 Days of Each Other – Each Subsequent Physical Requires Only One (1) PPD.

- Two Step PPD - Tuberculin Test (PPD intradermal only) [MUST BE READ 48 – 72 HOURS LATER]

Date Implanted: _____ **Read:** _____ **Result:** _____

SECOND (2ND) PPD IS REQUIRED AND SHOULD BE PLANTED 1-3 WEEKS AFTER FIRST PPD

Date Implanted: _____ **Read:** _____ **Result** _____

OR

- QuantiFERON TB Gold Result _____ [LAB SHEET MUST BE ATTACHED]

**>> POSITIVE FINDINGS OF ALL TUBERCULOSIS TESTS REQUIRE A NEGATIVE CHEST XRAY REPORT.
[XRAY REPORT MUST BE ATTACHED]**

Date: _____ **Result:** _____

Name of Health Care Provider:

*** Stamp is required.**

Address: _____ **Phone:** _____

Health Care Provider Signature: _____ **Date:** _____

**MOLLOY UNIVERSITY
ALLIED HEALTH SCIENCES DEPARTMENT
LATEX ALLERGY FORM**

Program Enrolled in (circle one) CVT RES NMT

Last Name: _____ **First Name:** _____ **ID#** _____
Maiden Name: _____ **Date of Birth:** _____ **Male** _____ **Female** _____
Address _____
 _____ **Phone:** _____

The student will be responsible for sharing information regarding their latex allergy with the respective clinical agency and lab personnel.

I am a student in the Molloy University Allied Health Sciences Department.

I do not have any allergy to latex, or I have a latex allergy and I have previously so notified the Allied Health Sciences Department at Molloy.

I am fully aware of the dangers arising out of exposure to latex and I agree to exercise appropriate caution.

I hereby release Molloy University, its Board of Trustees, officers and administrators and employees from any claim or liability arising out of my exposure to latex on the campus of Molloy or in any clinical setting.

Print Name _____

Signature _____ Date _____

**MOLLOY UNIVERSITY
ALLIED HEALTH SCIENCES
DEPARTMENT PHYSICAL FORM - FLU
VACCINE**

Program Enrolled in (circle one) CVT RES NMT

Last Name: _____ *First Name:* _____ *ID#* _____ *Maiden*
Name: _____ *Date of Birth:* _____ *Male* _____ *Female*
Address _____
_____ *Phone:* _____

Manufacturer _____ of _____ Vaccine: _____ Lot _____ Number _____
of _____ the _____ Vaccine: _____ Dose _____
Administered: _____
Date Administered: _____

Name of the Provider: _____ License Number: _____

Address of the Provider: _____

PROVIDER STAMP:

LABORATORY SKILL TESTING POLICY

Skill testing is a method by which each student is tested, individually, on various separate competency skills. The procedure by which each student is tested is as follows:

The laboratory Assistant, or Instructor, will announce a skill testing sign-up sheet. will be posted for a particular skill. Each student will sign up for a time that is mutually convenient and does not directly conflict with another course the student may be taking. It is the students' responsibility to notify the professor of any conflicts with the scheduling of skill tests.

The testing will be based upon procedural competency or competencies for a skill. The test will last for 20-30 minutes. The student is to come into the room, receive instructions from the instructor and set up the equipment and/or perform the procedures requested. In addition, the instructor will ask various questions to assess student understanding of the competency and related issues including pertinent patient assessments, effects on laboratory data, modifications on therapy, troubleshooting and patient safety. The "clock" will stop after the predetermined allotted time (dependent on the skill) and grading will be based upon the accomplishments during that time.

Makeup exams or repeat skills tests are at the discretion of the Professor.

If a student fails a skill test and must repeat, the highest obtainable grade on the repeat test is a 77.

IF A STUDENT FAILS A SKILL TEST AFTER A RETEST OF AN INITIAL FAILED SKILL TEST, THE STUDENT WILL BE UNABLE TO PASS THE LABORATORY PORTION OF THE CLASS. ALL LABORATORY/LECTURE COMBINATIONS COURSES REQUIRE SUCCESSFUL COMPLETION OF BOTH SECTIONS OF THE COURSE. THIS WILL RESULT IN A FAILING GRADE FOR THE COURSE.

Appendix

PROCEDURE FOR FILING GRIEVANCE:

A grievance shall first be addressed informally by the faculty member/grievant, the Faculty President and the Vice-President for Academic Affairs. If they are unable to resolve the matter, the formal grievance process shall be initiated.

The faculty member with a perceived cause for grievance must submit a written statement of intent to grieve to the Faculty President within thirty (30) days following the date she/he first knew, or reasonably should have known, as determined by the Faculty President in consultation with the Faculty Council, of the matter being grieved. The written grievance statement must include the following:

The grievant's name, including academic title and department;

A brief description of the grieved act and the date on which it occurred;

The name and title of the person or action being grieved, if known. The term "person" shall not include the "Board of Trustees" or the "administration" of the University;

A statement indicating the remedy sought by the grievant;

The signature of the grievant

See Faculty Handbook for complete features

RECORD KEEPING

All student records are to be kept for a minimum of five-years.

The Administrative Assistant keeps student Files within the Department; these records are to be locked.

Each Full-time Faculty member is responsible to keep secured the records for their classes. These include all student exams for a minimum of five-years.

The DCE is to keep ALL clinical records including student evaluations, secured for a minimum of five-years.

After five years, records that are no longer needed may be shredded

