

MALCOLM X COLLEGE

CITY COLLEGES OF CHICAGO

Respiratory Care Program Student Handbook

2023

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Welcome to The Respiratory Care Program, part of the Health Science Department of Malcolm X College. We are very happy that you have chosen this program. You are entering the Respiratory Care profession at an exciting time, one of change and advancement. Many employment options are available to individuals with Health Science credentials and the college has created specific departments that will help you, individually to secure jobs upon successful completion of the program and the credentialing examinations.

Students attending Malcolm X College are of varying backgrounds, have a range of experiences, making each person capable of making real contributions to the collaborative learning that takes place in this program. We value and embrace this diversity and respect what each of you brings to the program. The faculty are facilitators of your learning. We will provide you with challenging curriculum and the experiences you will need to learn to be excellent Respiratory Care Practitioners. Of course, a great deal will depend on you. Together with your classmates, program personnel, tutors, and clinical preceptors, you will create your own deep understanding of the material. This deep understanding will be tested in many ways to prepare you to be excellent practitioners.

We encourage you to continuously engage in self-reflection about your learning - how do I know that I know what I know? Can I explain, who, what, where, when, why and demonstrate how, as I create respiratory care plans for my patient? Can I select the appropriate equipment and assemble it, test it and apply it to my patient? As I monitor the patient's response to the therapy, is it effective? Is this meeting the treatment goal(s) for this patient not? If not, what else should I recommend? Whom should I communicate with my concerns about patient care? The student learning outcomes found in the syllabi for each of your courses will help to guide your learning.

The keys to success in this program are ongoing study, reflection and identifying your learning needs and assuming your share of the responsibility for your education and working closely with you program personnel. This means making school a priority and thus managing your time so that you are in class and clinical practice, maximally engaging the curriculum to be successful.

First, this means that for every hour you are in class, you will need to plan and to effectively study about 2 to 3 hours outside of class. You are in a program of study, not just a series of courses. Learning and mastery of material is ongoing and cumulative. Secondly, this means that not only will you need to study the new material presented, and systematically review material presented from the beginning of the program. Lastly, exit exams and your national credentialing boards will test all content presented from the first semester and forward!

Faulty have office hour specifically to meet with students to assist them in being successful at Malcolm X College. We suggest that you make a short, 10-minute appointment with each of your instructors during their office hours within the first two weeks of each semester. Meet your professors, discuss any concerns you might have about the course, ask questions to clarify assignments, content and expectations.

We hope you will approach learning your chosen profession with enthusiasm; realizing that learning can be stimulating and satisfying. Remember that your best is what you have to offer and that anything worth doing is worth doing well. So, plan well. Communicate with your family, friends and work colleagues about the significant investment in your future that you are making now. You will need their understanding and support for your success. We want you to be successful and encourage you to strive for success by every means necessary!

The City Colleges of Chicago Mission Statement

Through our seven colleges, we deliver exceptional learning opportunities and educational services for diverse student populations in Chicago.

We enhance knowledge, understanding, skills, collaboration, community service and life-long learning by providing a broad range of quality, affordable courses, programs, and services to prepare students for success in a technologically advanced and increasingly interdependent global society.

We work to eliminate barriers to employment and to address and overcome inequality of access and graduation in higher education.

Malcolm X College Mission Statement

Malcolm X College, a learning and assessment-centered community college, empowers students of diverse backgrounds and abilities to achieve academic, career, and personal success. Malcolm X College will be a leader in post-secondary education to enlighten and empower the urban community.

Health Science Department Mission Statement

The mission of Malcolm X College Health Sciences department is to educate the next generation of professionals in the healthcare and wellness industries while promoting leadership, lifelong learning, and a commitment to improve health outcomes for the communities we serve.

Respiratory Care Program Mission Statement

The mission statement of the Respiratory Care Program is in concert with the mission statement of Malcolm X College. We will graduate competent Respiratory Care Practitioners, who will provide compassionate high-quality respiratory care and patient education.

Malcolm X College is one of seven City Colleges of Chicago CCC. The College is fully accredited by the Higher Learning Commission, HLC. The Program is fully accredited by the Commission on Accreditation for Respiratory Care, CoARC. We are proud to maintain these highly respected standards and continuously strive to improve the program through assessment of student learning and ongoing evaluation of program outcomes and our stakeholders and partners' feedback. Graduates of the Respiratory Care Program will earn an Applied Associate in Science degree in Respiratory Care and are then eligible to take the national board examinations in respiratory care from the National Board for Respiratory Care, NBRC.

As this program is part of the CCC, we follow the http://www.ccc.edu/menu/Documents/Academic_Student_Policy/AcademicStudentPolicy.pdf as well as those in this document. When students are at our clinical affiliates, they are expected to maintain professional behavior and adhere to all the requirements for each specific site.

Non-Discrimination Policy

The City Colleges of Chicago (District No. 508) does not discriminate based on race, color, national origin, sex, sexual orientation, religion, age disability or marital status in its employment practices, admissions policies or access to its educational programs, resources, and activities.

American Association for Respiratory Care - AARC, Statement of Ethics and Professional Conduct

In the conduct of professional activities, the Respiratory Therapist shall be bound by the following ethical and professional principles.

Respiratory Therapists shall:

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Promote and practice evidence-based medicine.
- Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent, and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family or as required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that is fraudulent or creates a conflict of interest and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.
- Work to achieve and maintain respectful, functional, beneficial relationships and communication with all health professionals. It is the position of the American Association of Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

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

Program Accreditation

Malcolm X College's Respiratory Care Program is fully accredited from the Commission on Accreditation for Respiratory Care (CoARC). The program is on track with the accreditation process and is in good standing with the CoARC. Upon successful completion of the program the graduate will obtain an "Associate in Applied Science Degree in Respiratory Care." The graduate is eligible to receive the title of Registered Respiratory Therapist (RRT) after successful completion of the National Board of Respiratory Care's Therapist Multiple Choice examination, TMC and scoring at the RRT level and then successfully completing the Clinical Simulation Examinations, CSE. Successful completion of the CSE will earn the RRT credential.

Program Personnel

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Philosophy

The Respiratory Care Program personnel shall facilitate student growth in the allied health specialty of respiratory care. Major emphasis will be directed towards helping each student develop the knowledge, skills and attitudes necessary to becoming competent, well-rounded entry level respiratory therapists who will assimilate into the health care environment and function as valued healthcare team members.

Our program goals are to:

1. Prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
2. Prepare graduates to teach COPD and Asthma disease management to patients and their families to improve the quality of their lives and to help prevent exacerbations and to reduce health care costs.
3. Prepare graduates to be culturally competent when interacting with patients, families and health care workers and citizens of the world.

The student shall demonstrate appropriate growth by:

- Displaying skills in gathering necessary clinical information to create patient care plans. This includes use of the EMR, appropriate and timely communication with the patient, family and healthcare team.
- Competently defining the patient's problem(s).
- Creating appropriate Respiratory Care plans and judging the efficacy of delivered intervention(s) and recording all results and findings.
- Displaying judgment and skill in implementing and monitoring patient's response to therapy.
- Performing a needs assessment and delivering patient education in Disease Management and Smoking Cessation.
- Acquiring effective and appropriate attitudes towards his/her role as a Respiratory Care Practitioner.
- Accepting responsibility for the growth as a Respiratory Care professional and pursuing life- long learning.

Program Outcomes

The faculty of the Malcolm X College Respiratory Care Program use the following criteria to measure the effectiveness of the program.

- Retention/Graduation Rates – At least 60% of the students entering the program will graduate.
- Program Satisfaction – Graduates and employers will evaluate the program with at least an 80% positive response on a Likert scale of 1 to 5.
- **National Examination Results**
 - CRT Credentialing Success - > 80% of total number of graduates obtaining NBRC CRT credential (3-year average)
 - RRT Credentialing Success - > 50% of total number of graduates obtaining NBRC RRT credential (3-year average)
- Faculty, PAC and Program Personnel Evaluations – All faculty members aforementioned will evaluate the program and its resources with at least a 3 on a scale of 1 to 5 satisfaction level

Program Evaluation Thresholds (as determined by CoARC)

- CRT Credentialing Success - > 80% of total number of graduates obtaining NBRC CRT credential (3-year average)
- Retention/Attrition - < 40% attrition of the total number of students in the enrollment cohort (3-year average)
- Job Placement - > 70% positive placement (3-year average)
- Graduate Survey, Success – Each item/statement has at least 80% of the responses rated 3 or higher.
- Graduate Survey, Participation - > 50% of the graduates have returned surveys (3-year average)
- Employer Survey, Success – Each item/statement has at least 80% of the responses rated 3 or higher.
- Employer Survey, Participation - > 50% of the employers have returned surveys (3-year average)

Stakeholders can review and compare outcomes on the CoARC website.

<https://fortress.maptive.com/ver4/6479e039dd58e620af07c7aca8854194>

Student Evaluations in the Respiratory Care Program

It is at the discretion of the instructor of the course to determine how many evaluations a student will perform to demonstrate the degree of student learning detailed in the Student Learning Outcomes. The points for the course that determine the grade are detailed in each syllabus. Students should continuously monitor their grades by reviewing the scores received on their assignments and examinations. Frequent meetings with faculty to assure appropriate student progress are strongly encouraged.

Competencies

Competencies are a requirement of most lab and clinical courses. Competencies at the end of the first semester and beginning the second semester must be successfully completed in order to progress to the clinical practice area. Students should practice peer to peer competencies and once the peer and the student agree the student is ready for a competency evaluation, the student should inform the instructor and complete the competency at the agreed upon time in the lab. All competencies should be completed during lab time. A student may attempt each competency **twice**. *Failure to successfully complete the competency will result in a mandatory remediation session with the instructor and the student will have **one additional opportunity** to successfully compete the competency.*

These first semester competencies will be successfully completed at the end of the first semester and repeated again at the beginning of the second semester just prior to beginning the first clinical rotation. Additionally, the student will have successfully completed a Basic Life Support CPR course for health care providers.

Each semester in which clinical is offered, students will participate in a human patient simulator experience that will be tailored to the needs of the student as determined by a needs assessment conducted prior to the lab and reassessed by the student after the experience. Students should show improvement in explaining concepts, performing assessments and procedures, which they identified as areas in which they would like to improve their knowledge and abilities.

Exit Examinations

Finally, students will take two exit exams to help prepare them for their national boards. Students will have two attempts to pass each of these computer-based examinations. The exit examinations are the Therapist Multiple Choice (TMC) exam and the Clinical Simulation Examination (CSE). If a student does not pass the exam the first time, s/he will be required to participate in a mandatory remediation plan before s/he will be allowed to retake the examination. Failure to successfully pass the TMC exit examination will result in the student not progressing to the remaining CSE exit examination. The student will not receive a passing grade for the course and will not graduate. To reenroll in the program, the following year, the student must reapply and demonstrate that s/he has continued to study according to their remediation plan. Students will follow the readmission program procedures as detailed in the student handbook.

Students are strongly encouraged to study cumulatively throughout the program to ensure the utmost success in completing both their exit exams and their national board exams. Students will need to achieve the RRT passing level as determined by the NBRC on the TMC exit exam. The CSE exit exam compares the current cohort of graduating seniors and the passing score is identified based on the performance of this group.

Respiratory Care Program Competency Schedule

Table – Student Competency / Evaluation of Respiratory Care Program

	1st Semester	2nd Semester		3rd Semester		4th Semester		5th Semester	
	Lab	Lab	Clinical	Lab	Clinical	Lab	Clinical	Lab	Clinical
Vital Signs / SpO ₂	X	X							
Auscultation of Breath Sounds	X	X	X						
Hand washing	X	X							
Oxygen Therapy	X	X							
Regulator Cylinder Change	X								
Bland Aerosol Therapy	X	X							
Aerosolized Med Therapy			X		X				
- SVN	X	X	X						
- MDI with spacer	X	X	X					X	
- Discuss/Teach DPI	X	X	X					X	
- Discuss/Teach Action Plans		X	X					X	
Peak Flow	X	X	X						
Chest Physical Therapy/PEP Therapy		X	X						
Hyperinflation Therapy	X	X	X						
Orientation (Clinical)			X		X		X		X

	1st Semester	2nd Semester		3rd Semester		4th Semester		5th Semester	
	Lab/Patient Assessment course	Lab	Clinical	Lab	Clinical	Lab	Clinical	Lab	Clinical
Cultural Diversity	X						X		
Suctioning the Airway	X	X	X						
Intubation Assist		X			X				
Airway Adjuncts	X		X						
Intubation/Assist	X	X	X						
Airway Care	X		X						
Tracheostomy Care		X							
BIPAP Set-up		X			X		X		X
BIPAP / Patient Check		X			X		X		X
Ventilator Set-up		X			X		X		X
Ventilator / Patient Check		X			X		X		X
Biohazard / Isolation Procedures		X							
ABG / Arterial Puncture		X							
Arterial Line Draw						X			
Hemodynamic Monitoring						X			
12 Lead ECG						X			
Patient Teaching		X	X		X		X	X	
Capnography						X			
Chest X-Ray Interpretation		X				X			
Neonatal Head Hood						X			
Ram Cannula						X			
Capillary Stick						X			
Suctioning Bulb Syringe						X			
Suction Ped artificial airway						X			
Ped/Neo Vent set up/check						X			

Application Process

The Malcolm X College Respiratory Program accepts applications for admission into the program from October 1st on a rolling admissions cycle. Typically, interviews are held in December and January.

Applied Associates Science Degree (AAS) in Respiratory Care Program

Prerequisites

Chemistry 121
Math 118 or higher except Math 140
English 101
Biology 116 or Biology 226 & 227

Prerequisites are chosen to prepare you for the content of the respiratory therapy courses. Physics is a requirement from CoARC.

Graduation Requirements

Physics 131
Humanities/Diversity Elective
Social and Behavior Science Electives

Graduation requirements are so that you meet the stated criteria for the college.

Respiratory Care Courses

First year fall semester	First year spring semester	Summer	Second year fall semester	Second year spring semester
RC 114	RC 127	RC 129	RC 200	RC 224
RC 115	RC 137	RC 146	RC 225	RC 230
RC 116	RC 139		EC 227	RC 250
RC 117	RC 141		RC 222	RC 260
RC 118				
RC 119				

This program is very robust, and we recommend that all non-respiratory care courses be completed prior to beginning the program whenever possible.

These are the technical requirements for a person to be a respiratory care practitioner. These would typically be stipulated in job description criteria thus we inform you here and try our best to adhere to these criteria.

Technical Standards

The following list contains information regarding essential technical standards outlining the physical abilities and behavioral characteristics necessary for the student to successfully participate in and complete the respiratory therapist program. These standards are not conditions of admission but reflect the performance abilities and characteristics necessary to successfully complete requirements for respiratory care.

The student should carefully look over the technical standards for the program and ask questions if not familiar with the activities or functions listed. The student must decide if he or she has any limitations that may restrict or interfere with satisfactory performance of any of the requirements. It is ultimately the

student's responsibility to meet these technical standards if accepted into the respiratory therapist program.

The student should consult with the Program Director or the Director of Clinical Education to discuss any individual situation if he or she may not be able to meet these essential performance requirements.

- **Hearing** – A Student must be able to hear and understand patients and staff. Student must be able to assess and monitor patient sounds.
 - Communicate and interact with patients, staff and families from a variety of cultural backgrounds.
 - Follow verbal instructions.
 - Use a stethoscope to hear heart and breath sounds.
 - Detect and discriminate between sounds of normal conversation.
 - Hear percussion sounds during patient assessment.
 - Ability to hear sounds and distinguish a variety of equipment alarms.

- **Mobility** – Mobile and strong enough to support and move patients. Student should be able to work remaining in a standing position for 60 – 120 minutes able to move quickly from place to place to perform patient care.
 - Support and transfer patients safely from bed to wheelchair, and modify patient position in bed.
 - Move in and out of treatment areas.
 - Respond to emergency situations in a timely manner.
 - Reach equipment and parts of patient's body.
 - Reach above shoulder height to manipulate equipment.
 - Reach below waist level to manipulate equipment.
 - Read fine print, monitors, and gauges.
 - Differentiate color/character of sputum for signs/nature of infection/disease.
 - Chart (write) procedures and observations legibly in a permanent medical record.
 - Ability to see and discriminate between varieties of equipment visual alarms.
 - Ability to observe demonstrations and patients close up and at a distance to learn skills and to gather patient data (e.g., observe a patient's gait, appearance, posture, etc.).

- **Motor Skills (fine and gross)** – Perform multiple motor tasks simultaneously. Fine and gross motor skills sufficient to handle equipment and provide safe and effective patient care; steady arm and hand movements while manipulating objects or assisting patients.
 - Able to lift 60 pounds.
 - Operate and manipulate equipment; multiple operations may be required.
 - Prepare blood collection syringes; draw venous and arterial blood samples.
 - Manipulate a syringe and needle to prepare medications.
 - Administer aerosols, suction patients, and adjust pressure gauges.
 - Lift and transport oxygen cylinders; attach regulators; move in and out of treatment areas.
 - Push/pull hospital beds; transport patients.
 - Lift and move patients safely.
 - Perform airway management and CPR.

- **Visual** – Able to monitor and assess patient and equipment function; to provide safe and effective respiratory care.
 - Read written instruction/orders.
 - Read fine print, monitors, and gauges.
 - Differentiate color/character of sputum for signs/nature of infection/disease.
 - Chart (write) procedures and observations legibly in a permanent medical record.
 - Ability to see and distinguish a variety of equipment visual alarms.
 - Ability to observe demonstrations and patients close up and at a distance to learn skills and to gather patient data (e.g., observe a patient's gait, appearance, posture, etc.).

- **Tactile** – Able to assess patient's response to therapy tactilely.
 - Distinguish textures, degrees of firmness. Temperature differences, pulse rate, vibrations and strength.

Essential Functions – All individuals, including persons with disabilities, who apply for admission to the respiratory therapist program, must be able to perform specific essential functions with reasonable accommodations. Essential functions are the basic activities that a student must be able to perform and complete the curriculum and function as a respiratory therapist. A respiratory care student must be able to perform these essential functions:

- **Communication** – Students must be able to communicate orally and in writing with patients and members of the health-care team. Students also must be able to read and comprehend written material in English. Students must also be adept at using a computer, be knowledgeable in Microsoft Office Suite, be able to learn to use electronic medical records and be able to navigate and effectively use Blackboard.

- **Intellectual and Cognitive Abilities** – Students must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information. Problem solving, a clinical skill required of therapists, requires all these intellectual abilities.

- **Behavioral and Social Attributes** – Students must possess the emotional health required to use their intellectual abilities fully, such as exercising good judgment, accepting constructive criticism and using this feedback to better their understanding and performing in a very diverse environment. They will need to promptly complete all responsibilities attendant to the diagnosis and care of patients, and develop mature, sensitive and effective relationships with patients and other healthcare workers. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are personal qualities that will be assessed during the educational process.

Ethical Standards – A student must demonstrate a professional demeanor and must perform in a competent ethical manner in all dealings with peers, faculty, staff, and patients.

Students with Disabilities:

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals. The Malcolm X College Disability Access Center is responsible for the coordination and provision of supportive services to students with documented disabilities. Accommodations are made based on the documentation received and the needs of student. Accommodations are designed to ensure that students who are otherwise qualified receive equal access to all the College's programs and services. If you are in need of an accommodation in any courses, you **MUST** contact as early in the semester as possible. **For more information please contact 312-850-7128 or visit the Disability Access Center located in room 1302.** Malcolm X College adheres to the guidelines set forth in Title II of the Americans with Disabilities Act 1990 and Section 504 of the Rehabilitation Act of 1973.

Wellness Center - Mission Statement

The mission of the Wellness Centers of the City Colleges of Chicago (CCC) is to provide best-practices mental health and psycho-social support services to students, faculty, and staff to:

Further the individual's and community's well-being

- Support personal, academic, and professional success
- Enhance the CCC learning and work environment
- Testing for learning disabilities

Counseling for Personal Challenges

Counseling can help you address a host of challenges, including life transition; stress and time management; grief and loss; testing and public speaking anxiety; family issues; relationship conflict; veterans' re-entry; anxiety, depression, and other mental health issues.

Stress and Time Management Coaching

Being a college student is stressful. Wellness Center staff can help you create a stress and time management plan, help you with test anxiety and develop other personal organizational skills.

Connect to Public Aid & Community Resources

Many students are unaware that they qualify for various public aid programs such as SNAP, subsidized health insurance/Medicaid, unemployment, & supportive and emergency housing. The Wellness Center can help you learn more about these programs and how to apply and also assist you in connecting to low- or no-cost community resources, such as medical and dental care, groceries and hot meals, legal services, and child care.

Hours: Monday - Thursday: 9:00 AM - 5:00 PM, Friday: 9:00 AM - 1:00 PM

Phone: (312) 850-7122

Room 2211

Other MXC Resources:

<http://www.ccc.edu/colleges/malcolm-x/departments/Pages/Student-Services.aspx>

Clinical Preparations and Clinical Fitness

In addition to having a professional attitude, students must have the following at all clinical rotation sites:

1. Trajecsys Clinical Tool <https://www.trajecsys.com/>
2. White Lab Coat short length, pressed, clean, long sleeved with MXC patch on right arm 2 inches below shoulder seam and program patch on left arm 2 inches below shoulder
3. MXC RC patch on left shoulder
4. Malcolm X College student ID clipped to collar so that the picture and name are visible
5. Stethoscope
6. Comfortable work shoes
7. Pocket Notebook
8. PDQ Reference Book
9. Charcoal scrub top and pants
10. Wristwatch w/second hand
11. Scissors and hemostat
12. Black Pens
13. Sealed envelope (for each clinical site provided the first day of each rotation) containing:
 - Results of titers. (MMRR, Varicella and Hepatitis B)
 - Demonstrated immunity (Hepatitis B) or in progress evidence of vaccinations
 - 2-Step PPD or QuantiFERON (If positive, must provide chest x-ray results)
 - 10 Panel Drug Test with Negative Results
 - Current CPR for healthcare providers Card
 - Results of Criminal Background Check (Castlebranch)
 - Proof of Health Insurance

All clinical fitness documents and a Criminal Background check must be loaded into Castlebranch by the first day of second semester. All students must be able to pass a criminal background check by 7/6/2020. This means that any felonies will need to be expunged or sealed. Forcible felonies will most likely result in the inability to attend clinical. Students must pass all clinical courses with a C or better in order to successfully complete the program.

The student will meet with the DCE and show proof that adherence to this is done and provide a completed physical examination form and proof of insurance. *All medical forms and document details will be provided.*
Failure to comply with this clinical fitness preparation can result in dismissal from the program.

Dress code and Uniform Regulations

You are representing our college and yourself. Present your best. Every day at your clinical practice sites could be a job interview for you. You never know.

• Classroom/lab

Students must adhere to dress code rules as delineated in the health careers guidelines.

Uniforms and lab coats are required on college premises at all times. It is mandatory that each student have a minimum of 2 lab coats and uniforms, 1 designated for the college and the other to be worn only at clinical. Any student not in uniform will be asked to go home for the day.

- **Clinical**

Students must adhere to college and hospital dress codes.

Clinical sites may issue a separate name tag for your rotation. **These should be returned to the facility at the end of your rotation.**

Personal Appearance

1. Hair is to be worn off the collar, groomed and neat without excessive adornment.
2. Identification badges are a part of the uniform and should be worn visibly at all times on the collar or top pocket so name and face are readily visible.
3. The wearing of jewelry should be kept to a minimum. Only watches, engagement and wedding rings may be worn.
4. Artificial/gel nails should not be worn in healthcare settings. **Healthcare workers who wear artificial nails are more likely to harbor gram-negative pathogens on their fingertips than are those who have natural nails, both before and after handwashing. Therefore, artificial nails should not be worn when having direct contact with high risk patients. CDC**
5. Earring size is restricted to no more than a half inch in diameter. No other visible body piercing or rings are permitted while on the hospital campus.
6. Students will comply with the clinical site's rules regarding body piercings and tattoos. MXC faculty prefer that you not wear visible piercings. Tattoos should be covered.
7. Eyelash extensions are not hygienic and should not be worn in a clinical setting
8. **Persons who arrive improperly groomed or dressed or are unprepared for clinical duty may be, at the discretion of the clinical instruction or clinical preceptor, sent home for the day. This will be counted as an unexcused absence and must be made-up. Progressive discipline process will apply.**

Clinical Tardiness and Attendance

The student is to notify the clinical site at least one hour before the start of the scheduled start time. First, contact the clinical site. If it is during the night shift or there is no answer in the Respiratory Care Department, the student must have the Respiratory Therapy Supervisor paged. Please notify the supervisor of your absence and obtain their name. After this, notify the clinical instructor from the program faculty to inform of your absence **and the name of the person you notified at the clinical site.** Document this name in Trajecsys when you record your absence.

All clinical time missed will be made up at the discretion/convenience of the clinical site and faculty instructor. The student will not be allowed to miss class, laboratory or another clinical rotation to make up this day. The missed day must be coordinated with the MXC clinical instructor and the clinical site preceptor. Excused absences (jury duty, court date, etc.) must also be coordinated with the Director of Clinical Education prior to the absence. Students unable to achieve the SLOs of the rotation due to absences will not successfully complete the rotation or the clinical course.

First Incident	Documented Verbal Warning
Second Incident:	Documented Written Warning
Third Incident:	Documented Written Probationary Warning
Further Absence:	Course failure/program dismissal

- **Tardiness**

Students are to report at the clinical site on time. If a student is going to be late, s/he must contact the clinical preceptor as soon as possible. Tardiness of more than 15 minutes may result in dismissal for the day. The missed day must be made up during the semester. The MXC clinical instructor and the clinical preceptor will arrange the make-up days. If the student is tardy on more than three occasions, it will be regarded as an absence. Tardiness will be dealt with as follows:

First Incident:	Documented Verbal Warning
Second Incident:	Documented Written Warning
Third Incident:	Tardy will convert to an unexcused absence and policy and procedure regarding absences will then be followed.

If you are more than 15 minutes late and have not informed the hospital preceptor and clinical instructor, you may be relieved of clinical duties for the day upon his/her discretion. This constitutes an unexcused absence and must be made up.

Students shall not leave the Clinical site or assigned area before the end of the hospital shift. If there is down time, consult the clinical preceptor. Students may read respiratory care materials, watch educational videos, or review patient charts, or prepare case studies. Leaving the facility early (before the end of the shift) may result in dismissal from the clinical rotation.

If a student has an emergency and must leave the clinical site, he or she must inform their clinical preceptor and the shift supervisor. They must return the department's pager and assignment (if applicable) to the shift supervisor before leaving the facility. The student should also notify the clinical director or program director once the emergency has been safely addressed. If the student does not return on the next clinical day, the student must follow the policy for reporting absences.

Students are not allowed to use hospital computers with Internet access for personal non-educational use during their clinical rotation. Down time must be used productively and directly related to respiratory care.

Student Responsibilities

To be successful in the clinical portion of this program, the student should:

Be well groomed and maintain a positive interested attitude.

- Inform your preceptors of student learning outcomes and needed clinical experiences.
- Request competency and behavioral evaluations daily upon arrival of the rotation.
- Have objectives signed off when they are done. Preceptors are discouraged from going back to document a previous objective.
- Students must demonstrate and show competence in providing patient education. The education includes but is not limited to equipment, procedures and medications.
- Have the preceptor acknowledge attendance, physician contact and evaluation in Trajecsys.

No back documentation of attendance.

- If attendance is not recorded promptly, it will be counted as an unexcused absence and will follow the absenteeism policy and procedure.
- Arrange for documentation in Trajecsys of clinical experiences and skill/competency evaluation with the scheduled preceptor(s) in a timely manner.
- Students will have a maximum opportunity to successfully complete a skill competency. Inform preceptors that he or she is critically evaluating the student's level of clinical competency using the Clinical Rating Scale.
- Have adequate physician contact documentation acknowledged by the preceptor in a timely manner.
- **Realize that falsification of any documents may result in dismissal from the Respiratory Care Program.**
- Skill Competency evaluations are to be completed ONLY during the hours of clinical by designated clinical preceptors and/or program faculty.
- Preceptors must critically assess the student skill competency. Preceptors should not sign if the student does not demonstrate competency according to the Rating Scale. Any score less than 3 (“Needs Improvement, Unsatisfactory Performance, Disagree or Strongly Disagree”) requires an explanation in the comment section.
- Students must not be used to substitute for clinical, instructional or administrative staff.
- Students must not complete clinical coursework while in an employee status at a clinical affiliate.
- Students shall not receive any form of remuneration in exchange for work they perform incident to their clinical education coursework and experience.

Submission of Clinical Manuals/Documentation

Clinical Manuals are to be submitted for review to the Director of Clinical Education. To receive participation points the manual must be submitted on the designated day. Late manual submission will receive zero "0" points. Regardless of other grade categories, an incomplete clinical manual will result in failure of the clinical course. A complete Trajecsys record includes:

- all attendance documented
- all psychomotor skills satisfactorily documented
- all behavior evaluation satisfactorily complete
- all site evaluations complete
- all physician contact points completed
- daily log completed
- procedure documentation record completed

This list may not be all-inclusive. Trajecsys collection dates will be communicated to the student from the program faculty.

Late Sign-Off

Students must present clinical manuals daily for preceptor's signatures. If a student does not have the manual, the preceptor should refrain from going back to sign forms. Attendance logs should be signed at the beginning and end of the shift by the preceptor. Students are to attend the entire shift and participate in both on-coming and off-going shift report.

Clinical Preceptor (Instructor) Responsibilities

Clinical guidance is a highly demanding task, which requires all instructors to have an open mind, creative use of instructional techniques, mature judgment, intellectual curiosity and keen interest in the welfare of the student. The major responsibilities are:

- Provide clinical guidance at the hospital site according to the established course outline and in accordance with the description in the course syllabus and specific hospital/site policy.
- Provide orientation to the students. Students must be provided information regarding the site policy and procedures. HIPAA training must be provided to all students.
- Inform students (at the beginning of the semester) of course requirements, policies and procedures, and student evaluation procedure.
- Assist students in their clinical learning experience through demonstration and active participation in the health care process.
- Assist students in evaluating their performance in the field of respiratory care both as a student and as a future respiratory care practitioner. This evaluation may be in the form of weekly written or oral quizzes.
- Maintain accurate attendance records of students and submit required grade reports (evaluations) to the Director of Clinical Education.

Office Hours

All fulltime faculty have office hours to assist students with progress in the Respiratory Care Program. Students will be requested to adhere to faculty office hours and/or make appointments to see program faculty as needed. Virtual office hours will also be available. Appointments are not required but are highly recommended. *Students are highly encouraged to meet regularly with professors to ensure good progress in the program.*

Cancellation of Classes

Respiratory Care students will adhere to the College's academic calendar. Clinical will be conducted according to hospital and clinical rotation. Times will include 7:00AM to 3:00PM or 3PM to 11:00 PM shifts. If it becomes necessary to cancel respiratory care classes due to emergency or inclement weather conditions, the Program Director, or designee will inform the students by telephone or email. Students may inquire about school closings before classes are scheduled by calling the switchboard operators at 312-850-7000. Students should maintain their contact information (email, phone number) current with the CCC Emergency Notification System.

Academic Responsibility

Students that receive a NSW (no show withdrawal), WTH (withdrawal), ADW (administrative withdrawal) or a grade below a "C" in the required college courses must repeat the course. The student must meet all program, financial, graduation requirements and have a GPA of 2.0 or greater to obtain an A.A.S. in Respiratory Care. Students in the Respiratory Care Program must pass all courses with a 'C' or better to remain in the program. A final grade less than a C will result in the student being dropped from the program. The program must be completed in 2 years.

Grades will be submitted as per college policy and procedure. If the student wishes a copy of the calculated respiratory care course grade, they must check their CCC student account. Grades will not be mailed or posted.

Clinical and didactic course evaluations will be conducted at the end of each semester. Students should be honest in rating their experiences and feelings about course work, clinical experiences and instruction. Evaluations are intended to be anonymous, but students must identify the intuition and the preceptor where they completed their clinical practice rotation. Students should complete one evaluation for each didactic course and two evaluations for each clinical course.

Appeal of Instructional Grading Procedure

Students who wishes to appeal a final grade must first meet with the faculty member to review the criteria applied in assigning that grade. The student should initiate this discussion within thirty calendar days of the student's receipt of the final grade. Then follow CCC's policy.

Disciplinary Action

Disciplinary action may be taken in the form of verbal warning, written warning or dismissal. Areas of strict discipline include but are not limited to the following:

- Attendance (1 absence per course allowed per semester, discipline begins at 2nd and progresses)
- Tardiness (1 tardy or early departure per course is allowed, discipline begins at 2nd and progresses)
- Attitude (Please refer to the Affective Behavior Rubric in Appendix A)
- Behavior (Please refer to the Affective Behavior Rubric in Appendix A)
- Poor Clinical Performance
- Appearance
- Nonconformity to Policies and Procedures
- Computer or Internet misuse
- In accordance to CCC Student Policy

Remediation and Academic Dismissal

Before a student will be academically dismissed, he/she must go through the mandatory remediation. Remediation is required **if a student has two or more failing grades in any one course** prior to the midterm. Remediation includes a student-mentoring program. Designated times and dates are scheduled for mentoring and peer and faculty tutoring as well with the instructor during office hours. Students will also be referred for open lab hours to work with the lab coordinator to clarify concepts and equipment application.

If the student fails to participate in the remediation process or if the remediation is unsuccessful, the student may fail the course. The same review of student work product and grades will be reviewed in week 13 of the semester. Students will again receive remediation and discuss their progress/academic needs with the instructor of each course in which the student needs to demonstrate improvement.

All counseling sessions between student and faculty will be documented and a copy of the counseling form will be given to the student and a copy will be kept in the student file.

Students will have access to the academic support services that are provided to all students in the college. The students will have timely access to program faculty for assistance and counseling regarding their academic concerns and problems. Office hours for all instructors are posted outside of each faculty member's office door and on their syllabi. Appointments are not required but are highly recommended.

If a student fails a Respiratory Care course, he/she may be allowed to repeat that course in the following year provided they have clear documentation that the challenges that prevented them from succeeding have been resolved. The opportunity to repeat a course may be granted only once and each student will be assessed on a case-by-case basis.

Departmental Records

All departmental student files for students in the program and graduates will be maintained within the department. Student files for coursework within the program will be maintained **for five years**. All requests for transcripts should be directed to the Registrar's Office.

Behavior Dismissal

Students that fail to adhere to the attendance policy or the previously stated behavioral expectation are subject to dismissal from the program. Students dismissed due to unprofessional behavior may not be allowed to return to the program regardless of academic history. Students must also adhere to the behavioral requirements in the CCC Student Policy Manual.

http://www.ccc.edu/menu/Documents/Academic_Student_Policy/AcademicStudentPolicy.pdf

Withdrawal from Program

The student who wishes to withdraw from the program should follow the steps outlined in the student policy manual. Students should discuss their plans to do this first with the Respiratory Care Program Director.

Program Readmission Policy

A student may seek a one-time readmission to the Respiratory Care Program. The student must initiate the readmission process by submitting a written request to the Program Director within six months from date of failure or withdrawal. Students readmitted will be required to demonstrate retention of previously learned material. This will be done via a previously vetted exam. Clinical competency will also be reassessed upon re-entry. If not readmitted within one year, the student may be required to repeat all or part of the program sequence at the discretion of the program director. **Readmission also depends on clinical and classroom space availability and cannot be guaranteed. A student may be readmitted to the program only once and may repeat a course only once.**

Respiratory Care Program Advanced Standing Admission Policy

This policy is provided to allow guidelines for the evaluation of transferring students' transcripts at Malcolm X College's Respiratory Care Program. Applicants desiring to transfer into the Respiratory Therapy Program must meet the same admission criteria required of all students in addition to those required of students admitted into the Respiratory Therapy Program.

Transfer students may be requested to provide course outlines/course descriptions for respiratory care courses along with official transcripts for which the applicant is seeking credit. The director of the program will evaluate the outlines/course descriptions and determine the amount of credit to be awarded. Core and major transfer credits are awarded according to the policy as stated in the College catalog and are subject to approval by the College Registrar, and the Respiratory Therapy Program Director.

In addition to credit granted for previous coursework, in order to graduate with the Associate in Applied Science in Respiratory Care, the student would be required to complete at least 15 hours of credits at Malcolm X College.

Once the program director has completed the review of respiratory care course work being evaluated for transfer credits, the director will complete the necessary documents required by the college and submit the request to the Dean and the Registrar's offices along with a letter requesting the transfer of credits. See also CCC policies.

Professional Organizations that RC students should know about:

The American Association for Respiratory Care (AARC) — The AARC is a national professional organization for therapists, technicians, physicians, and students in the field of pulmonary medicine. We require that the student become a member of the organization by the end of Week 2 of the program.

Membership includes:

- Two monthly journals
 - Respiratory Care — Educational in nature
 - AARC Times — Job opportunities, articles of interest, legislative news, etc.
- Reduced fees to AARC sponsored meetings
- Free CEUs to maintain credentials and licensure
- Literature from manufacturers

The Illinois Society for Respiratory Care (ISRC) — The ISRC is a chartered affiliate of the AARC. Participation in the organization is required by the end of Week 2 of the program. Students will be required to attend the Annual ISRC Conference in May/June. Students will be required to register, pay and attend the 3-day conference. This may occur during a break from classes. Included with membership is a newsletter and reduced fees at the ISRC sponsored meetings.

The NBRC – National Board for Respiratory Care

The Respiratory Care program prepares the student to become eligible to take the advanced level registry examinations. The program does not guarantee the graduate will become a registered respiratory therapist (RRT).

Licensure

If the student has any questions about licensure contact the Illinois Department of Financial and Professional Regulation before program completion contact the State of Illinois IDFPR, the Department of Financial and Professional Regulation, IDFPR.

320 W. Washington
Springfield, IL 62786
(217)785-0800
(217)524-6735 TDD
(217)782-7645 FAX

As a member of the AARC you are automatically a member of the state organization:

The Illinois Society for Respiratory Care (ISRC) — The ISRC is a chartered affiliate of the AARC. Participation in the organization is required upon entry to the program. Students will be required to attend the Annual ISRC Conference in May 2020. Included with membership is a newsletter and reduced fees at the ISRC sponsored meetings as well as discounts on the first attempt credentialing exams. The link to register for AARC: <http://www.aarc.org/aarc-membership/member-services/join-renew/early-professional-membership-for-students/>

The Commission on Accreditation for Respiratory Care CoARC

Professional organization that accredits Respiratory Care Programs

PO Box 54876
Hurst, TX 76054-4876
817-283-2835 (Office)
817-354-8519 (Plain Paper Fax)
817-510-1063 (Fax to E-mail) <http://www.coarc.com/>

CCC Social Media Policy

Students enrolled in Health Sciences and Nursing programs at Malcolm X College must adhere to the Social Media Policy. Students must abide by the Standards of Conduct listed in the Academic and Student Policy Manual.

Prohibitions

Students are prohibited from taking and/or recording and/or sharing photos or videos of classroom and lab spaces while class and/or lab session held on campus or at clinical sites. Students are prohibited from taking and/or sharing photos or videos of clinical sites at any time. Students are prohibited from making any reference to any patient in their care, any patient in the care of an instructor, or any patient in the clinical facility. Students are prohibited from revealing any information in violation of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Read more about HIPAA here and HIPAA for professionals here. Warnings: Students should be mindful of possible violations of HIPAA laws and the disclosure of individual identifying information. Ignorance of HIPAA laws are not a defense of violations and students who violate the law will be held to the standards of it regardless of knowledge or foreknowledge. Violating the social media policy and/or HIPAA law can result in immediate dismissal from the program and the student may be prohibited from being admitted into another MXC health sciences or nursing program.

As a student enrolled in a health care program, it is your responsibility to be aware that social media posts that reference activities in the classroom, lab, or clinical sessions of your health sciences program may inadvertently disclose protected information. Any inadvertent disclosure is subject to discipline under the prohibitions of this policy.

Penalties

Students in violation of the Social Media Policy are subject to disciplinary measures from their Program and/or the Department of Health Sciences and depending upon the nature of the violation, up to and including dismissal from the program and/or college. The judicial process as outlined in the Academic and Student Affairs Policy Manual will be followed for disciplinary matters. If a student is dismissed from the program/college for violation of this policy, no refund will be made regarding tuition, fees, and/or other Program costs.

Non-Academic Formal Complaint Filing Procedure

The Complaints/Compliments Management System is an online portal, whereby City Colleges of Chicago (CCC) students, faculty, staff, and community members can submit a formal complaint or compliment regarding an academic or non-academic matter. Complaints and/or compliments can be submitted here.

Procedure for Filing a Formal Non- Academic Complaint Students, faculty, staff, and community member, once into the system must first select to file a complaint and select the appropriate CCC college location associated with the compliment or complaint. Next, the individual is required to select the appropriate category and select to provide supporting documents. Once the complaint is submitted, a notification is sent to the arbiter and a copy of the complaint and confirmation of the receipt is sent to the filer.

Each college department with a complaint category assigned to them, has a department lead (arbiter) designated to process the complaint and resolve issues in a timely manner. Per the CCC policy for grievances [or complaints] outside of the grade appeal process, students receive a response within five business days. A response may include, but is not limited to: a request for further information, a

suggested resolution, or a final disposition. In the event a student wants to appeal a decision or is dissatisfied with the outcome, an appeal can be filed.

Oversight of Complaint Management System

All complaints are tracked from initial submission to final disposition and archived within Complaints/Compliments System. The Complaints/Compliments System is monitored by Malcolm X College's Ombudsman. Oversight of timely resolution of complaints through the system, in accordance with the CCC Non-Academic Student Complaint Policy is managed by a designated administrator (or Ombudsman) at each college. You may file a complaint at:

<http://ccc.custhelp.com/app/feedback/college/ccc>

Grade Appeals

The CRM system is separate from the process for filing a grade appeal. Grade appeals, as an academic performance only issue continue to be managed through the office of the Vice President at Malcolm X College. Please follow the grade appeal process found in the Academic and Student Policy Manual here.

Student Health Coverage Insurance

The District recognizes that certain courses of study and specific classes may place a Student at greater risk given the nature of the curriculum and associated laboratory, practicum or applied task required by the class syllabus. The District administers a Student Accident Health Plan (SAHP), for Students enrolled in certain courses of study during the period of time the Student is engaged in official activities associated with the class, laboratory, practicum or applied task. While the District administers a SAHP, Students of Malcolm X College Health Sciences Programs are encouraged to have healthcare insurance coverage that will ensure the appropriate level of coverage should he/she be injured while engaged in any official course, lab or clinical activities on Malcolm X College premises and/or while engaged in such activities at an assigned clinical facility. SAHP coverage may not cover the full amount of health costs associated with an injury incurred while performing program related tasks associated with a course, lab or clinical. Students are required to report any injury immediately to the instructor present and to the Dean of the program for which he/she is currently enrolled.

Student Malpractice/Liability

The District recognizes the need for students enrolled in health care curriculum to apply skills and techniques garnered in the classroom in a practical and professional setting. To that end, Malcolm X College contracts with health care institutions, health service agencies and community organizations to accept its students in clinical practice as required by programs of study. Certainly, the Institutions, agencies and practitioners accepting students require assurances that commercial Insurance is in place to protect the Institution against claims that may arise out of the actions of the Students.

Students are responsible for any malpractice claims levied against them [personally] for actions that occur outside of scheduled clinical practice time.

*For both individual health insurance coverage, and student malpractice/liability insurance, students must adhere to the policies of the program and for any clinical site at which he/she is placed.

Trajecsys Clinical Tracking System

Beginning in Semester 2 students will be required to purchase Trajecsys, a centralized clinical recordkeeping tool. This will be a one-time cost, available through the bookstore or through Trajecsys directly. The cost is approximately \$225 for the duration of the program. The student will have access for the duration of the program. Instructions for use of this software will be provided during the orientation to clinical provided in weeks 1-2 of Semester 2.

Student Progress Conferences

At the midterm and final point in the semester, each student will be scheduled for a conference. The student's progress will be reviewed. Each faculty member will be present with grades and an Affective Domain review will occur. Students will be presented with a copy of their current Affective Domain review at midterm (Appendix A). This process will allow the student to improve upon his/her behavior if needed before the final review. At the semester final student conference meeting, the rubric will formally be completed and filed in the student record. During the midterm meeting, students will also be referred for services that may help improve his/her behavior if warranted.

COVID-19

In the Spring of 2020, courses were rapidly moved to a remote platform to help reduce the spread of COVID-19. Much of what we have learned from March 2020 until now has been a learning process for not only students but faculty and staff as well. Development of a policy regarding remote learning has taken into account the overwhelming change and subsequent support needed. CCC reacted very rapidly to provide all students with needed computer and internet services. At the end of this handbook, a list of resources will guide you in your pursuit of many of the services needed now related to synchronous remote learning. At this point in time, June 2, 2020, a decision regarding resuming face to face courses has not been determined. The following will address the policy should Fall 2020 courses be remote.

Attendance During COVID-19 Remote Learning

We expect you to attend scheduled class sessions held on Zoom. We do understand that some of you have unpredictable job demands, kids at home who need your help and with whom you might be sharing a computer, responsibilities for caring for family members, lack of a quiet space during class time, and other barriers to attendance at a given time. All class sessions will be recorded and posted on Brightspace.

We expect you to listen to/watch the recordings when you can; you are responsible for the material presented in the sessions. Please let your professor know if you have questions or need clarification. You need to make every effort to attend synchronous class as your active focus, asking questions and engagement are the keys to success. If you are unable to attend class, please notify your professor asap prior to the start of class so that you can be eligible to all grade earning activities. Please refer to each of your course syllabi for further details.

COVID-19 CCC Information Portal <https://prepare.ccc.edu/>

City of Chicago COVID-19 Resources <https://prepare.ccc.edu/cityresources/>

Virtual Student Services (Comprehensive) https://prepare.ccc.edu/virtual-student-services/?_ga=2.60125933.1750063783.1591033253-1452557957.1561930599

Brightspace and Zoom Resources <http://success.ccc.edu/d2l>

CDC COVID-19 Resources <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Appendix A: CCC MXC Respiratory Care Program Affective Domain Rubric

*** Must score a 2 to progress in the Program at the end of each semester

Competency Area	Always (Models behavior) 3	Usually Most of the time 2	Still Developing Requires many prompts 1
<p>Respect Listens with an open mind, acknowledges ideas of others, polite, patient when interacting with colleagues, faculty, staff, administration, patients, families, colleagues, prescribers. Treats everyone fairly regardless of demographic status, race or ethnicity. Values diversity.</p>			
<p>Reliability/Accountability *** Present, on time, takes responsibility for own actions, meets deadlines, returns texts, calls as determined by group. Clarifies and meets expectations.</p>			
<p>Responsibility *** Knows what is to be done, does it when required, appropriate emotionally, responds to professional requests and maintains relationships, cares for materials and equipment, follows up as appropriate. Actively participates in process of learning.</p>			
<p>Collaborative Participation Team player, engages in constructive peer assessment, accepts and applies constructive critique, helps others as is able.</p>			
<p>Organization Has needed supplies, books, for scheduled courses, able to find things, logical, purposeful.</p>			
<p>Communication Timely, precise, uses language of profession, pronounces words correctly, accurate messaging, tone, words and volume are appropriate for setting.</p>			
<p>Autonomy Requires little direction, supervision, anticipates/cooperates to achieve common goals, requires little prompting or direction, independent in pursuit of assigned or aligned goals. Desires to/seek out and take on new challenges.</p>			
<p>Personal Appearance Hair and skin are clean with no undesirable odor, nor excessive perfume, clothing is clean, unwrinkled, nails are not longer than fingers, polish is moderate, no acrylic nails, hair style is appropriate, shoes are supportive and protective, and clean. Must wear uniform and lab coat/patch appropriate to discipline while on campus. Stethoscope, sphygmomanometer, watch w/secondhand and bandage scissors also required for all courses.</p>			
<p>Caring/Civic Engagement Demonstrates compassion, empathy, sympathy as appropriate, values diversity, volunteers to promote wellness, provides education in appropriate scope, participates in at least three school sponsored activities per year.</p>			
<p>Honesty *** Trustworthy, truthful, ethical, values and upholds honorable standards, maintains academic integrity</p>			
<p>Adaptive</p>			

Able to recognize and change work pace as situations change, open minded, values new experiences. Recognizes need for lifelong learning.			
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Max score 33 .9 = 30 to 33 / 90 to 100% 33 .8 = 26 to 29/ 80 to 89% 33 .7 = 23 to 25/ 70 to 79%

Student should maintain a score of at least 23 to continue in good standing in the program at the end of each semester.

CCC Malcolm X College Respiratory Care Program Student Handbook Acknowledgement Receipt

Acknowledgement of Information – you are responsible for knowing the information in this handbook and adhering to the standards described here.

This will confirm that I have received a copy of and have had discussion on the Student Handbook for the Respiratory Care Program.

Student Name Printed _____ Date _____

Student Signature _____ Date _____

