

Respiratory Care Admissions Process

Acceptance into the Respiratory Care program is determined through a competitive process whereas students are selected based on their academic performance. A point system is used to rank each qualified applicant based on the following performance criteria. The 20 students with the highest earned number of points are offered admissions into the upcoming fall class. If any of the top 20 students declines the acceptance offer, the next student with the highest earned points will be offered the remaining spot in class.

Requirement	Description	Points
GPA- Minimum of 2.75	Calculated on the general education courses completed that are required by the respiratory therapy degree	2.75 – 2.99 – 1 point 3.00 – 3.24 – 2 points 3.25 – 3.49 – 3 points 3.50 – 3.74 – 4 points 3.75 – 4.00 – 5 points
Hours Completed	Number of general education credit hours completed toward the respiratory therapy degree	10 – 16 credits – 1 point 17 – 24 credits – 2 points
Performance in the Math Requirement (1 course – 3 credit hours)	Acceptable Math Courses: MATH 1130 MATH 1530 MATH 1630 MATH 1720 MATH 1730 MATH 1830 MATH 1910	Grade of “A” – 2 points Grade of “B” – 1 point
Performance in the Required Science Courses (3 courses)	BIOL 2010 A&P I BIOL 2020 A&P II BIOL 2230 Microbiology	Grade of “A” – 2 points Grade of “B” – 1 point
Prior Higher Education Credit	Points are awarded for completion of higher education degrees / certificates	Masters Degree – 5 points Bachelors Degree – 4 points Associate of Science Degree in Health Care Discipline – 3 points Certificate in Health Care Discipline – 2 points Associate of Science in non-health related field – 1 point

Admissions Sequence of Events

Completed by the Application Deadline of May 15

1. Complete an online RSCC general application and required health forms
2. Submit your high school transcript
3. Submit official copies of college transcripts. Be diligent in checking in RaiderNet to ensure that your college transcripts have been received, evaluated, and courses posted.
4. Submit an online Allied Health Sciences Application
5. Complete BIOL 2010 Anatomy and Physiology I with a grade of "C" or higher
6. Complete 10 credits of the general education courses required in the respiratory care curriculum. The A&P I can be part of the 10 required credit hours.

May 15 – June 1st

1. Applicants are reviewed for eligibility
2. List of qualified applicants is sent to the program director
3. Admission points are assigned to each applicant based on published criteria
4. The top 20 applicants are sent to the Allied Health Sciences Admissions committee for evaluation and approval of admissions

June

1. Applicants are notified via RadierNet e-mail of their acceptance. Be sure to check your e-mail daily beginning the first of June for notification.
2. Once you are notified you will have 5 days to notify RSCC personnel via RadierNet e-mail that you accept the offer to begin the program
3. Once your confirmation e-mail is received your major will be changed and you will be able to register for the respiratory care classes.
4. Those denied admissions are also notified via RadierNet e-mail
5. Orientation materials sent to students accepted into the program

July

1. Mandatory orientation with the accepted class

Academic and Technical Standard for the Respiratory Therapy Program

The Respiratory Therapy program has a responsibility to educate competent practitioners to care for their patients with critical judgment, broadly based knowledge, and well-developed technical skills. The Respiratory Therapy program has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs.

Academic and Technical Standards: The Respiratory Therapy program provides the following general descriptions/examples to inform prospective and enrolled students of the academic and technical standards required in completing the program curriculum.

1. The academic and technical standards include examples of the performance abilities and characteristics that are necessary to successfully complete the requirements of the Respiratory Therapy program. These standards are not requirements of admission into the programs and the examples are not all-inclusive.
2. Individuals interested in applying for admission to the Respiratory Therapy program should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for academic and technical standards include:
 - (1) Acquiring fundamental knowledge;
 - (2) Developing communication skills;
 - (3) Interpreting data;
 - (4) Integrating knowledge to establish clinical judgment;
 - (5) Incorporating appropriate professional attitudes and behaviors into clinical practice capabilities.

Roane State Community College requires that access to its facilities, programs and services is available to all students; including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008) and all students can study with or without reasonable accommodation. The Respiratory Therapy program provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the program. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition.

Requirements:

1. Acquiring Fundamental Knowledge
 - a. Ability to learn in classroom and educational settings
 - b. Ability to find sources of knowledge and acquire the knowledge
 - c. Ability to be a life-long learner
 - d. Demonstrate novel and adaptive thinking

Examples:

- *Acquire, conceptualize, and apply evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations.*
- *Develop health care solutions beyond that which is rote or protocol-based.*

2. Developing Communication Skills

- a. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities).
- b. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members).
- c. Sense making of information gathered from communication.
- d. Social intelligence

Examples:

- *Accurately elicit or interpret information: medical history and other information to adequately and effectively evaluate a client or patient's condition.*
- *Accurately convey information and interpretation of information using one or more means of communication (verbal, written, electronic) to patients and the health care team.*
- *Effectively communicate in teams.*
- *Determine a deeper meaning or significance in what is being expressed.*
- *Connect with others to sense and stimulate reactions and desired interactions.*

3. Interpreting Data

- a. Ability to observe patient conditions and responses to health and illness.
- b. Ability to assess and monitor health needs.
- c. Computational thinking.
- d. Cognitive load management.

Examples:

- *Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.*
- *Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients.*
- *Interpret information from assessment of patient's environment and responses to health across the continuum.*
- *Obtain and interpret for evaluation information about responses to prescribed treatment.*

4. Integrating knowledge to establish clinical judgement

- a. Critical think, problem solving and decision making ability needed to care for patients and/or communities across the health continuum.
- b. Intellectual and conceptual abilities to master the required knowledge and competencies of the program.

Examples:

- *Accomplish, direct or interpret assessment of patients and/or communities and develop, implement and evaluate plans of care or direct the development, implementation and evaluation of care.*
 - *Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.*
 - *Literacy in and ability to understand concepts across disciplines.*
 - *Represent and develop tasks and work processes for desired outcomes.*
5. Incorporating Appropriate Professional Attitudes and Behaviors into Respiratory Care Practice
 - a. Demonstrate concern for others, integrity, ethical conduct, accountability, interest and motivation.
 - b. Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and communities.
 - c. Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members.
 - d. Acquire the skills necessary for promoting change for necessary quality health care.
 - e. Cross-cultural competency.

Examples:

- *Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professional under all circumstances.*
- *Make proper judgements regarding safe and quality care.*
- *Function effectively under stress and adapt to changing environments inherent in clinical practice.*
- *Demonstrate professional role in interactions with patient, intra and inter professional teams.*
- *Operate in different cultural settings.*

Essential Standards and Functions:

1. Work in a standing position and do frequent walking for twelve hours.
2. Lift and transfer adult and child patients up to six inches from a stooped position and push or pull the weight of an adult up to three feet.
3. Lift and transfer adult and child patients from a stooped to an upright position to accomplish bed to-chair and chair-to-bed transfers.
4. Heavy lifting is required up to 50lbs. of force occasionally and/or 20 lbs. frequently, and/or up to 10lbs more consistently to move objects.
5. Frequently bend, stoop and squat in a variety of situations including small or awkward spaces.
6. Use hands, wrists, and arms to physically apply up to ten pounds of pressure in the performance of specific procedures (e.g., to control bleeding, perform CPR).
7. Respond and react immediately to verbal instructions and requests, auditory sounds from monitoring equipment, and perform auditory auscultation of patients.
8. Be able to move freely and physically maneuver in small spaces.
9. Possess sufficient visual acuity to perform close and distant visual activities involving objects, persons, and paperwork, as well as the ability to discriminate depth and color perception.
10. Read calibrated scales of one-hundredth increments in not more than a three-inch space.
11. Possess sufficient fine motor skills and eye-hand coordination to use small instruments and equipment.
12. Discriminate between sharp and dull, hot and cold.
13. Perform mathematical calculations for preparation and application of medications as well as those indices used to evaluate adequate oxygenation and ventilation.
14. Communicate effectively in the English language, both orally and in writing, using appropriate grammar, spelling, and vocabulary and word usage.
15. Comprehend verbal and written directions and make appropriate notations.
16. Access patient/client information from written or electronic record and be able to document care provided using legible handwriting, a desktop computer or a portable device.

17. Develop the ability to make appropriate and timely decisions under stressful situations.
18. Demonstrate sufficient endurance to complete up to a twelve-hour clinical rotation.
19. Use critical thinking abilities to apply clinical judgement and implement individual patient care decisions within the respiratory therapy plan of care.
20. Use interpersonal skills to interact with individuals from a variety of social, economic, religious, racial, cultural and intellectual backgrounds.