



School of
**Health Sciences &
Behavioral Health**

**Associate of Applied Science
Cardio-Respiratory Care Science
Student Handbook 2026-2027**

Great Basin College is accredited by the Northwest Commission on Colleges and Universities (NWCCU) which is a postsecondary accrediting agency recognized by the US Department of Education and the Council for Higher Education Accreditation (CHEA) 8060 – 165th Avenue N.E., Suite 100, Redmond, WA 98052 (425-558-4224)

The Associate of Applied Science in Cardio-Respiratory Care Science Program (CoARC program number 200672) at Great Basin College at the Elko, Winnemucca, and Reno locations holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com).

This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self-Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit), to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation.

View the public information disclosed by the CoARC regarding this program at
<https://coarc.com/students/programmatic-outcomes-data/>.

264 Precision Blvd.
Telford, TN 37690
(817) 283-2835



Commission on Accreditation for Respiratory Care

WELCOME!

Welcome to Great Basin College's School of Health Sciences and Behavioral Health. The programs offered by this department are dynamic professions that offer almost unlimited opportunities and challenges. They play a key role in the delivery of health care. The roles continually diversify and the need for more healthcare providers will be greater than ever in the coming decade. You will be joining more than 400 GBC graduates who are making a difference in the health of their patients and in the dramatic changes taking place within the health care system!

The Health Sciences and Behavioral Health faculty support the Mission of Great Basin College to enrich lives through student-centered educational programs. We are committed to enriching your life and those you care for in the future by preparing you to provide high quality health care and to engage in life-long learning.

***Staci Warnert, PhD, RN
Dean, Health Sciences and Behavioral Health***

Purpose of the Student Handbook

The purpose of this handbook is to assist you in understanding more fully the policies, practices, and procedures of the Associate of Applied Science - Cardio-Respiratory Care of Great Basin College. This handbook serves as **the** source of information about the policies and procedures in the Cardio-Respiratory Care program. You are required to sign a statement indicating you understand and agree to abide by these policies and guidelines each year that you are in the program. Because policies and procedures are continuously subject to change by external and internal sources, the faculty review and modify these policies and practices as necessary. Students will be notified in writing of any changes made during the academic year.

This handbook is not all-inclusive, nor does it replace the Great Basin College *General Catalog* or the Nevada System of Higher Education (NSHE) Board of Regents Code Title 2, Chapter 6 which addresses misconduct. The provisions of this document are not to be regarded as an irrevocable contract between the student and the GBC HSBH programs.

IMPORTANT NOTE: In most cases where a conflict may exist between the guidance in this handbook and the GBC Catalog, the GBC Catalog shall take precedence. However, some unique aspects of the healthcare education require policies different from those for other GBC students, for example, student health requirements.

Policies apply to all students and faculty regardless of the location where instruction occurs (i.e., didactic, laboratory, or clinical.)

Nondiscrimination for Disability

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

GREAT BASIN COLLEGE

HEALTH SCIENCES AND BEHAVIORAL HEALTH CARDIO-RESPIRATORY CARE SCIENCE PROGRAM STUDENT AGREEMENT FOR THE 2026-2027 ACADEMIC YEAR

(initial) I have read, understand and agree to abide by the policies and guidelines stated in the Great Basin College Cardio-Respiratory Care Science Program 2026-2027 Student Handbook.

(initial) I understand that as a condition of enrollment in a program offered through the Great Basin College School of Health Sciences and Behavioral Health, I agree that a clinical facility/agency may, at any time, require a "for cause" drug and/or alcohol screen. I agree to execute a consent for release of the results of the drug and/or alcohol screening information to the clinical facility/agency should they request such information.

(initial) I authorize the School of Health Science and Behavioral Health to release my immunization, CPR, background and drug screening reports to the clinical education facilities as mandated by the affiliation contract.

(initial) I understand and acknowledge that once admitted to one of programs offered by the Great Basin College School of Health Sciences and Behavioral Health, failure to maintain the professional and/or ethical standards of the program may result in dismissal from the program. I also understand that the School of Health Sciences and Behavioral Health Admission and Progression committee may at any time request information from the Administrative Officer of Great Basin College to determine whether I have ever violated NSHE (Nevada System of Higher Education) Code.

(initial) I understand and acknowledge that no resources or information from any Health Science and Behavioral Health course can be shared outside the classroom or lab.

My emergency contact person(s) are listed below. I understand that this individual or individuals are responsible for ensuring that I am transported home in the event one of my faculty or the School of Health Sciences and Behavioral Health Dean determines that I am not able to continue being present in the classroom, lab, or clinical setting.

Name	Phone #	Relationship
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Name	Phone #	Relationship
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Printed Name	Student Signature	Date
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Witness: (Faculty / Dean)	Date
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**Complete this copy of the Agreement and return to the GBC
School of Health Sciences and Behavioral Health.**



**CONFIDENTIALITY AGREEMENT
AND CONSENT FOR
PHOTOGRAPHY AND VIDEO
RECORDING**

During your participation at the Great Basin College Practice Lab, you will be an active participant and observer of the performance of other individuals in the management of acute medical, surgical, and other health care events in simulated experiences.

The objective of the simulation experience program is to educate pre-licensed and licensed health care practitioners to better assess and improve their performance in evolving health care situations. Simulations are designed to challenge a healthcare professional's response and judgment in stress environments.

Due to the unique aspects of this form of training, you are required to maintain and hold confidential all information regarding the performance of specific individuals and the details of the scenarios.

There may be continuous audiovisual digital recording during all simulations which will be used for educational purposes. This video recording is considered a QUALITY ASSURANCE TOOL and is protected by Federal Law.

By signing this agreement, you agree to maintain strict confidentiality regarding both your and others' performance, whether seen in real time, on video, or otherwise communicated to you. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants.

To maintain optimal simulation experiences for other learners who will be following you in the center, you are to maintain strict confidentiality regarding the specifics of the scenarios. A breach of confidentiality may result in loss of privileges in the Practice Lab.

By signing below, you acknowledge you have read and understand this statement and agree to maintain the strictest confidentiality about the performance of individuals and the simulation scenarios you observe.

_____I agree to maintain strict confidentiality about the details of the scenarios and the performance of other participants during scenarios at Great Basin College Practice Lab.

I authorize the Great Basin College Practice Lab to use the video recording(s) and photographs made in the Practice Lab for the following purposes:

- _____ 1) Debriefing scenario participants,
- _____ 2) Administrative review,
- _____ 3) Educational research,
- _____ 4) Commercial purposes, which can include public relations, promotional advertisements, and/or fund-raising activities. I understand that, unless otherwise approved by me, I will not be specifically identified.

Last Name, First Name(*Please Print*)

Date

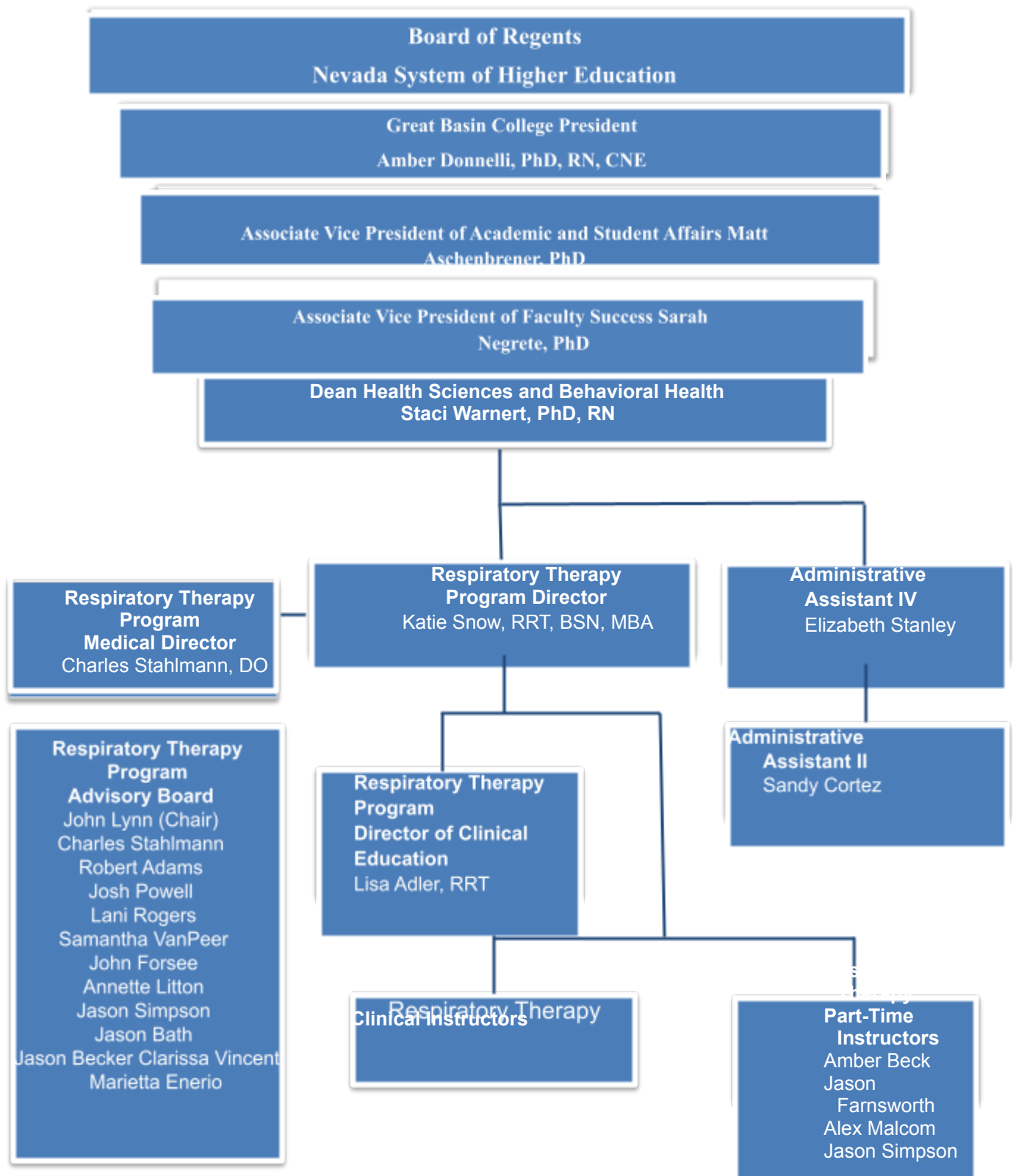
Signature

Witness

***Keep this copy in this handbook for future reference.
The Agreement at the back of this handbook should be signed and
returned to the GBC School of Health Sciences and Behavioral Health.***

Cardio-Respiratory Care Science Program

Organizational Chart



School of Health Sciences and Behavioral Health Contact Information

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HSBH @gbcnv.edu
Front Desk Health Sciences Office - Elko
775-327-2317 (Office)

Help Desk Registrar Bookstore Student Financial

775-327-2170
775-327-2059
775-753-2270
775-327-2095

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Building Hours

Building hours vary based on classes and locations. Health Sciences faculty offices close at 5 pm.

Building Use Guidelines

Great Basin College maintains open centers available to faculty, staff, students and the local community during normal hours. During those days and hours classes, meetings and special events are scheduled security will have staff on site to provide assistance.

Open access to site facilities is provided with the understanding that:

- All persons will be treated with courtesy and respect;
- All buildings and equipment are used in the manner originally anticipated;
- All persons will comply with any posted signage;
- All persons will follow normally accepted safety and behavior standards.

The offer of open access may be revoked should any person be found to cause damages to any Great Basin College property or be involved in harmful, unsafe or illegal behavior while on GBC property.

Security

Security and law enforcement on all Great Basin College centers is dependent upon GBC personnel working well with their respective local law enforcement agencies. Knowledge of any crime or emergency should be reported to the center security or center director immediately. Any crime or emergency requiring immediate assistance should be reported immediately to the police or sheriff by dialing 911 on any center phone.

Security may be contacted by dialing the Elko site operator (Dial "0") from any extension and requesting assistance. On the Elko site assistance may be obtained by activating any of the call boxes located on the pathways or phoning the security cell phone at 775-934-4923. If the police department, fire department or ambulance are required dial, 9-911 from any extension and tell the dispatcher of the emergency.

Fire Evacuation Plan

Before a fire happens know the following:

- Know the location of the exit nearest your area (evacuation maps posted).
- Know the location of the fire alarm pull box nearest your area.
- Know the location of fire extinguishers in your area.
- Know how to use a fire extinguisher.

Upon discovery of a fire:

1. Pull fire alarm and give verbal warning.
2. Call **911**.
3. Follow evacuation procedures.
4. Close doors to contain fire and smoke.
5. If it is safe to do so, and you have been properly trained, you may attempt to extinguish the fire.
6. Determine if it is safe to re-enter the building.

7. On the Elko site, notify your respective Vice President. On all other centers notify the Director and the Vice President of Academic Affairs

Food and Beverages in Classrooms

Food and beverages will be allowed in the classroom with instructor approval. Food and drink are not allowed in any laboratory.

Microwaves are available in the Leonard Center at the Elko Center. Similar appliances, such as microwaves and refrigerators for student use may be available in other centers. Please request assistance from the Center Director or other center personnel. According to State Health Department regulations, anything placed in any refrigerator must be dated and removed within one week. Open food items left longer or that are not dated will be discarded.

Personal Computer Use

GBC is not responsible for loss or damage to personal property owned by faculty, staff, or students, including personal computers, which are used or left in the building. The college is also not responsible for any thefts or damages done to vehicles parked on the premises. Most areas of the parking lot and the interior of the building are under video surveillance. If a student's personal computer is used in one of the buildings, a multi-dimensional surge protector (common and transverse spikes) should be purchased and utilized to prevent electrical damage.

Children and Non-Students in Campus Facilities

Great Basin College is committed to providing a place of instruction that is conducive to learning; and that is, to the greatest extent possible, free from distractions. Only enrolled students should be present in classrooms, field trips, fitness center(s) and lab facilities.

Pets

The only pets (dogs, cats, birds, rabbits, ferrets, etc.) that are allowed anywhere on our campus and inside the buildings are those trained and licensed as service animals. Please do not bring any type of animal into any GBC building or clinical-related facility you enter. We will have Security help you remove your animal if needed. Please be courteous to our faculty, staff and students and leave your pets at home.

Tobacco Use/Smoking

Tobacco use and smoking is prohibited in GBC buildings. Please use outdoor designated areas only. In addition, students must comply with all clinical agency policies regarding use of tobacco and smoking while on site.

CARDIO-RESPIRATORY CARE SCIENCE PROGRAM

FOUNDATIONS AND CURRICULUM

Great Basin College Mission Statement

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

Mission of the Associate of Applied Science in Cardio-Respiratory Care Program

The mission of Great Basin College's Associate of Applied Science - Cardio-Respiratory Care Program is to provide an accessible, student-centered, post-secondary respiratory therapy education that prepares graduates for entry level respiratory therapy practice in a variety of structured healthcare settings. The curriculum integrates courses in respiratory care science with general education requirements. Laboratory and clinical experience are offered at the college, local hospitals, long-term care centers, and community health facilities.

Cardio-Respiratory Care Program Philosophy

Cardio-Respiratory Care faculty endorse the mission, goals, and outcomes of Great Basin College. The Cardio-Respiratory Care faculty act on the college mission and values through the pursuit of excellence in teaching, promoting student success, and providing service to Nevada citizens to enhance their health and quality of life. The philosophy of the cardio-respiratory care faculty is rooted in the *core values of holism, caring, diversity, advocacy, integrity, and excellence*. Student learning outcomes of the Associate of Applied Science (AAS) Cardio-Respiratory Care Science Program curriculum are based on competencies determined by the faculty to be necessary for safe and effective respiratory care.

The faculty designed the associate degree respiratory education program to prepare graduates as providers of basic Cardio-Respiratory Care in structured settings for individuals and families experiencing common, acute, and chronic health problems. As an entry level respiratory therapist, the AAS graduate can apply best evidence, available resources, and information technology to assure high quality and safe respiratory care. The AAS graduate can manage direct care for small groups of patients and participate as a member of respiratory and interprofessional teams to achieve positive health outcomes for patients. Standards of practice and professional respiratory values are used to guide practice by the AAS graduate.

The faculty value respiratory education as a life-long dynamic process in which the learner is an active participant, and in which education is the responsibility of both the learner and the respiratory faculty. The faculty provide a learning environment that is responsive to a range of individual learning styles, needs, rates of learning, and abilities. The curriculum, teaching strategies, and educational experiences are evidence-based and support the development of critical thinking, problem solving, and analytical reasoning. The faculty value open, honest communication with students and strive to provide a culture of learning in which guidance and evaluation promote self-esteem and confidence in the student. The faculty based the curriculum on the guidelines that learning best occurs when instruction is organized in a manner that leads the learner from simple to complex concepts and skills with experiential opportunities to apply learning throughout the process.

Respiratory faculty have considered professional standards, best practices, guidelines and competencies in developing an evidence-based curriculum to prepare graduates of the Great Basin College AAS Cardio-Respiratory Care Science Program as entry-level Respiratory Therapist. The curriculum is designed and

organized using the program student learning outcomes listed below as the basis for all activities related to the teaching/learning process, including delivery of instruction, learning activities, and evaluation of student progress.

Respiratory faculty have considered professional standards, best practices, guidelines and competencies in developing an evidence-based curriculum to prepare graduates of the Great Basin College AAS Cardio- Respiratory Care Program as entry-level Respiratory Therapist. The curriculum is designed and organized using the program student learning outcomes listed below as the basis for all activities related to the teaching/learning process, including delivery of instruction, learning activities, and evaluation of student progress.

Cardio-Respiratory Care Science Program Learner Goals and Outcomes

Goal: Respiratory The Cardio-Respiratory Therapy program will 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).

Outcomes:

1. Provide safe, quality, evidenced-based respiratory care to patients in multidisciplinary healthcare settings.
2. Exhibit professionalism and interpersonal communication skills in the healthcare setting when working with members of the interprofessional team, the patient, and the patient's support persons.
3. Use critical thinking to assess for, interpret, apply and evaluate relevant clinical information to care for patients in the role of a respiratory therapist.
4. Demonstrate technical proficiency consistent with best practices in all the skills necessary to fulfill the role as a respiratory therapist.

Admission Criteria

Admission to the Cardio-Respiratory Therapy Program is a separate process from admission to Great Basin College. Enrollment to the program is limited, and students are admitted only in the Fall Semester. Selection is made using a point system. All prerequisite courses must be completed prior to starting the program. To be eligible for admittance, students must also meet all functional abilities (see appendix). Eligible students will be numerically ranked according to total points received using the selection criteria below. Total points will be determined after the spring grades from the spring prior to fall entry have been posted at GBC. Please note that applicants are responsible for ensuring official grades for non-GBC coursework are submitted to the GBC Registrar. Admission will be offered to the applicants with the highest points based on program capacity. Meeting the minimum application criteria does not guarantee admission to the program. Additional points will be awarded for veteran applicants and students in the CTE pathway program.

Prerequisite courses (BIOL 223, 224, 251, MA111 120 or higher, General Education Science Requirement*)	4 points for A, 3 for B, 2 points for C for each course. (*BIOL 190 or BIOL 100 required as a prerequisite for BIOL 223 and BIOL 251.)
Points	From 10 to 20
General Education Required Courses (ENG 101, 102, HMS 200, PSY 101, PSC 101, FA/HUM)	3 points for A, 2 for B, 1 point for C for each course completed.
Points	From 15-0

Veteran of Armed Forces or Reserves	Yes	No
Points	1	0

*To qualify as a Resident the GBC student, a student must have completed 15 credits from GBC

Residency *	GBC Student	Nevada Resident	Non-Nevada Area
Points	3	1	0

Healthcare Experience	One year of consecutive healthcare experience as a CNA, EMT or other healthcare worker or current State of Nevada healthcare certification/licensure approved by the Program Director - Up to 2 points allowed
Points	Points 0-2

Medical Terminology (NURS 140) with C or better	Yes	No
Points	1	0

High School Health Science I and II	Must include high school transcripts demonstrating completion of Health Science I and II with a C or higher
Points	Points from 0-1

Note: the highest grade achieved for courses taken more than once will be used.

Associate of Applied Science Cardio-Respiratory Care Science Degree Curriculum

All CRS (cardio-respiratory care science) courses must be taken in required sequence. Because of the critical relationship between time and learning, the respiratory therapy faculty believes students must make full use of classroom, lab, and clinical experiences. Students are expected to meet all class, lab, and clinical requirements. Course work not completed will negatively impact student grades. Students are required to seek assistance promptly from faculty when and if they experience any degree of academic or clinical difficulty. If personal matters are interfering with academic or clinical efforts, the classroom and/or clinical instructor should be kept informed.

Four Semester

PREREQUISITE COURSES CREDITS

– All Courses

BIOL 100 or 190 General Biology
for Non Majors **or**
Introduction to
Cell & Molecular
Biology

BIOL	223	Anatomy & Physiology I	4
BIOL	224	Anatomy & Physiology II	4
BIOL	251	Microbiology	4
MATH	120	Fundamentals of College Mathematics	3

FIRST SEMESTER

CRS	100	Introduction to Respiratory Care and Procedures	4
CRS	123	Respiratory Care Assessment of Cardiopulmonary Disease and Disorders	3
CRS	116	Respiratory Pharmacology	3
ENG	101	Composition I	3
PSC	101	Introduction to American Politics	3

SECOND SEMESTER

CRS	124	Advanced Practice Respiratory Care and Procedures	4
CRS	218	Respiratory Diagnostics and Lab	4
ENG	102	Composition II	3
Fine Art or Humanities		(Recommend: PHIL 102 – Critical Thinking and Reasoning)	3
CRS	115	Clinical Practicum I	4

THIRD SEMESTER

CRS	125	Clinical Practicum II	4
CRS	215	Clinical Practicum III	4
PSY	101	General Psychology	3

FOURTH SEMESTER

CRS	216	Continuity of Respiratory Care	3
CRS	223	Exam Seminar and Preparation	1
CRS	225	Clinical Practicum IV	4
HMS	200	Human Relations	3
CRS	219	Neonatal Pediatric Respiratory Care and Lab	4

Curriculum Pattern – CRS Courses Only Four Semesters

First Semester		Credits	
CRS	100	Introduction to Respiratory Care and Procedures	4
CRS	123	Respiratory Care Assessment of Cardiopulmonary Disease and Disorders	3
CRS	116	Respiratory Pharmacology	3
Second Semester			
CRS	218	Respiratory Diagnostics and Lab	4
CRS	124	Advanced Practice Respiratory Care and Procedures	4
CRS	115	Clinical Practicum I	4
Third Semester			
CRS	125	Clinical Practicum II	4
CRS	215	Clinical Practicum III	4
FOURTH SEMESTER			
CRS	219	Neonatal Pediatric Respiratory Care and Lab	4
CRS	223	Exam Seminar and Preparation	1
CRS	225	Clinical Practicum IV	4
CRS	216	Continuity of Respiratory Care	3

The total prerequisite general education and cardio-respiratory care science courses is 78 credits. Of that total, 42 credits are in CRS course credits.

Prerequisite Course Descriptions

BIOL 100 General Biology (3 credits)

Basic biological concepts, interpretation and application of scientific methods, and effects of biological advances on society. Core curriculum science course; cannot be used for credit toward field of concentration in biology. Prerequisite: Must have completed with a C or better or be currently enrolled in: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 126 or MATH 126E or higher

BIOL 190 Introduction to Cell and Molecular Biology (4 credits)

Structure and function of cells. Major molecules of life; composition and physiology of cellular organelles; cell metabolism, reproduction, motility, and gene function of both plant and animal cells. Required for biology majors. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed with a C or better: MATH 116 or MATH 116E or MATH 120 or MATH 120E or MATH 126 or MATH 126E or higher; or be currently enrolled in MATH 116 or MATH 120 or MATH 126 or higher

BIOL 223 Human Anatomy and Physiology I (4 credits)

The morphology and physiology of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems in a laboratory and lecture class. Designed for all life science majors but specifically for students in allied health programs. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed or be enrolled in BIOL 100 or BIOL 190.

BIOL 224 Human Anatomy and Physiology II (4 credits)

A continuation of Biology 223 with consideration of the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems; increased emphasis on body chemistry. Concurrent enrollment in a corresponding lab section is required for this course. Prerequisite: Must have completed BIOL 223.

BIOL 251 General Microbiology (4 credits)

A laboratory and lecture course emphasizing taxonomy, morphology, physiology, infectious diseases, and ecology of microorganisms in addition to skills in aseptic procedures, isolation, and identification. Open to all life science majors and allied health majors. Prerequisite: Must have completed BIOL 100 or BIOL 190.

MATH 120 Fundamentals of College Mathematics (3 credits)

Includes set theory, logic, consumer mathematics, measurement, geometry, probability, and statistics. Course is broad in scope, emphasizing applications. It is recommended that students have completed prerequisites within two years of enrolling in this course. Prerequisite: Must have completed MATH 96 or MATH 97 with a grade of 'C' or higher or have earned a satisfactory score on the placement test, ACT, or SAT or have completed MATH 95 and (ENG 100 or ENG 101) with a grade of 'C' or higher or have completed MATH 20.

Gen-Ed Course Descriptions

ENG 101 Composition I (3 credits)

Critical reading and writing of the expository essay. Emphasizes pre-writing, strategies for organization, and revision.

ENG 102 Composition II (3 credits)

Continuation of English 101. Emphasizes writing from sources, argument, the investigative paper, and research techniques. Prerequisite: Must have completed ENG 100 or ENG 101 or have satisfactory score in ACT or SAT exams for ENG 102.

PSY 101 General Psychology (3 credits)

Survey of the discipline introducing psychological theories, research methods, and principles of behavior.

Humanities or Fine Arts – PHIL 102

recommended PHIL 102 (3 credits)

Covers non-symbolic introduction to logical thinking in everyday life, law, politics, science, advertising; common fallacies; and the uses of language, including techniques of persuasion. **HMS 200 (3 credits)**

Real life applications for personal and professional boundaries, beliefs, ethics, values, morals, and codes of conduct in human relationships using ethical decision-making, problem-solving, and critical-thinking activities are emphasized.

Program Course Descriptions

Please note all Respiratory Therapy classes are Internet enhanced or online in a password protected learning environment through WebCanvas (GBC Distance Education Platform).

CRS 100 Introduction to Respiratory Care and Procedures (4 credits)

Introduction to Respiratory Therapy is a study of the respiratory therapist's role as a member of the medical team. Gas laws, physics, physiology, medical equipment terminology are taught. In addition, it provides the student with an in-depth understanding of medical gas administration, humidity and aerosol therapy, safety systems, airway management and infection control. Students will also learn the mechanical devices utilized to maintain patent airways and the various utilities in the treatment of respiratory and cardiac arrest. Laboratory exercises provide students with an opportunity to develop skills. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program.

CRS 115 Clinical Practicum I (4 credits)

This course introduces the student to the hospital environment. The student studies the relationship of the respiratory care department with other medical departments in the hospital. The student learns charting, patient rounds, respiratory equipment modalities, medication

administration, and bronchial hygiene therapy. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program.

CRS 116 Respiratory Pharmacology (3 credit)

This course introduces the students to the medications utilized in the treatment of patients with acute and chronic cardiopulmonary disorders. This course will also present a pharmacological basis of cardiorespiratory interventions. Additionally, integrate this knowledge with respiratory medication administration. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program.

CRS 123 Respiratory Care Assessment of Cardiopulmonary Disease & Disorders (3 credits)

This course covers essential information regarding common respiratory diseases. This course will also provide the student with a description of the anatomic alterations of the lungs, etiology of the disease process, an overview of the cardiopulmonary clinical manifestations associated with the disorder, and management of the respiratory system. In addition, the course is designed to provide students with the opportunity to develop informational gathering and decision-making skills in the diagnosis and treatment of patients with cardiopulmonary or related disorders. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program.

CRS 124 Advanced Practice Respiratory Care & Procedures (4 credits)

Advanced Practice Respiratory Care is a study of the respiratory therapist's role as a member of the critical care team. The course provides a continuation of knowledge and skills of respiratory care. Students will learn how to interpret arterial blood gas values and practice the arterial puncture/technique on a mannequin arm in the lab. The students will be introduced to critical care equipment, such as advanced artificial airways. Students will be introduced to cardiorespiratory care emphasizing all aspects of mechanical ventilation and patient monitoring. Procedures that involve assisting the physician for therapeutic and diagnostic purposes is another topic in this course. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program

CRS 125 Clinical Practicum II (4 credits)

This course provides the appropriate setting for the continuation of practicing and refining skills obtained throughout the course of the initial clinical experience. The student is provided the opportunity to administer medication through various types of therapy. They will also perform cardiopulmonary resuscitation, perform airway care and management, infection control procedures, patient assessments, apply non-invasive ventilation therapy, and evaluate and record pertinent data in the patient's chart. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program.

CRS 215 Clinical Practicum III (4 credit)

This course gives the student an opportunity to develop their clinical skills of airway management, cardiopulmonary resuscitation, aerosol therapy, arterial puncture and analysis, oxygen therapy, hyperinflation therapy and patient evaluation rounds. In addition, the student will begin learning basic mechanical ventilation concepts. Students will have exposure to the ICU's during this rotation. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program.

CRS 216 Continuity of Respiratory Care (3 credits)

This course will present cardiorespiratory care needs of the chronically ill, discharge planning, care management, patient education, alternative care sites, and home care. Psychological issues of geriatric care are discussed. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program.

CRS 218 Respiratory Diagnostics and Lab (4 credits)

This course is designed to provide the students with practices in the art of patient assessment and an understanding of diagnostic and monitoring procedures. The course content includes the collection, analysis, and interpretation of various pulmonary, laboratory, and hemodynamic data. The collected data will then lead the student to consider possible therapeutic interventions and evaluation of patient treatment. Attention is given to those fundamental physiological concepts that provide a foundation for discussion of cardiopulmonary pathophysiology and common cardiopulmonary disorders. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program.

CRS 219 Neonatal Pediatric Respiratory Care and Lab (4 credits)

This course provides a comprehensive overview of pediatric and neonatal respiratory care. Special considerations of respiratory care practice unique to pediatrics and neonatology are discussed. Topics include pediatric anatomy and physiology, fetal development, clinical assessment, oxygen therapy, airway management, mechanical ventilation, resuscitation, cardiopulmonary pathophysiology and disorders specific to this specialty profession within respiratory care.

Prerequisite: Must be admitted into the Cardio- Respiratory Care Program.

CRS 223 Exam Seminar and Preparation (1 credit)

This course content comprises management principles/concepts; professional and regulatory agencies pertinent to RC practice; principles of healthcare reimbursement; best practice and patient safety, and personnel management/supervision. Cultural competency, clinical controversies and ethical issues, as well as standards of professional behavior will be discussed. The course includes intense preparation for passing the standardized National Board for Respiratory Care exams required to earn the CRT and RRT credentials. Prerequisite: Must be admitted into the Cardio- Respiratory Care Program.

CRS 225 Clinical Practicum IV (4 credits)

This course is designed to provide the respiratory care student with the opportunity to develop advanced skills in the management of ventilator patients in adult critical care areas. Students will also receive an introduction to the neonatal / pediatric intensive care units. In addition, rotations through specialty areas are provided. Emphasis is placed on patient evaluation and education, decision-making skills, communication, and critical thinking skills. Prerequisite: Must be admitted into the Cardio-Respiratory Care Program.

Student Time Commitment

The student's time commitment to the program will be approximately 40 hours/week but shall not exceed 40 hours per week. Students should plan on a minimum of 3 hours per credit per week of outside of class study time for didactic courses and up to 40 hours per week of scheduled clinical time for clinical hours.

ACADEMIC POLICIES AND PROCEDURES

GBC Academic Regulations

All faculty and students are responsible for following the Great Basin College regulations and guidelines as printed in the Great Basin College Catalog.

Academic and Professional Dishonesty

Academic dishonesty ("cheating") involves all methods or techniques that enable a student to gain unfair advantage in the clinical or classroom setting (see the Great Basin College Catalog for the definition of cheating in the Academic Honesty section). Cases of academic dishonesty ordinarily result in a grade of F for the assignment and/or the course, in accordance with published course policies. The violation may lead to the student's dismissal from the Great Basin College HSBH Programs and, in some cases, dismissal from Great Basin College. Students who are dismissed from the program for violation of academic integrity are not eligible for readmission into the program. The student will also be referred to the Vice President of Student Services for appropriate disciplinary action.

GBC and NSHE policies and procedures related to student conduct and academic honesty will be followed. Academic and/or professional dishonesty may occur in a variety of situations, including but not limited to the following:

Individual Assignments, Quizzes, Tests, and Examinations: copying from a neighbor's paper during the exam (quiz or test); talking or sharing information during an exam; using crib notes when taking a closed book examination; arranging for another person to substitute in taking an examination; giving or receiving unauthorized information when taking an examination.

Plagiarism: is knowingly representing the work of another as one's own, without proper acknowledgement of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge. Plagiarism includes, but is not limited to, submitting as one's own work the work of another person or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source (including the Internet) without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources.

Artificial Intelligence: Faculty may sometimes incorporate the use of generative artificial intelligence (AI) tools like ChatGPT into lessons and assignments. In these cases, AI can be a valuable tool for learning. However, in instances where students are not specifically instructed to use AI, faculty ask students to embrace the challenges of learning, scholarship, and personal growth, and critically think and write without using AI. The use of AI has the potential to suppress independent thinking and ability to clinically reason. Students may not submit any work generated by an AI program as their own. If material generated by an AI program is included, it must be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). The material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Failure to cite sources, including information generated by AI, is considered academic dishonesty.

Students are not permitted to submit assignments that have been fully or partially generated by AI unless explicitly stated in assignment instructions. All work must be the original work of the student. Ideas garnered from Generative AI, such as ChatGPT and Microsoft Bing-Chat, must be paraphrased or quoted and include an appropriate in-text citation and reference.

Original source material (e.g., journal articles) and the AI chat file must be submitted as a PDF with the assignment for verification. If AI is used inappropriately (without paraphrasing, quotes, or

citation), the content will be considered plagiarized, and the plagiarism policy will be enforced. Please keep in mind that Generative AI is a tool to enhance academic research, not replace critical thinking and originality.

All work submitted in this program must be your own. Contributions from outside sources, including AI, must be properly cited for each individual use. Failure to do so constitutes an academic integrity violation. Use of Grammarly or other grammar correction software is allowed but should only be utilized to address punctuation/spelling errors. Reliance on these programs may cause high detection rates with AI detection software. In situations where this occurs, the student must be able to provide evidence of version history with revision history in Google Docs or allow faculty to review a Word document's Version History by saving documents to one drive or share point. If a student cannot provide this evidence the document will be graded/assessed based on the AI detection provided by GBC AI detectors.

Faculty expects that students will demonstrate professional and academic integrity at all times. Faculty will explain their course expectations and students are expected to ask questions when clarification is needed.

Great Basin College Student Conduct Policy

All students are held accountable for their behavior under GBC's Standards of Conduct for Students located in the college catalog and NSHE Code, Title 2, Chapter 6. Section 6.2.2 regarding misconduct. Respiratory therapy students are also responsible for additional standards of conduct (see Appendices Section).

Classroom Etiquette

Successful learning experiences require mutual respect. The faculty has primary responsibility for and control over classroom/clinical behavior and maintenance of academic integrity. Student behaviors that demonstrate appropriate classroom etiquette include:

1. Arriving for class/clinical early and/or on time.
2. Treating everyone in class or clinical with courtesy and respect.
3. Refraining from packing up belongings before class/clinical ends.
4. Turning off all electric devices that could cause disruption to the class or clinical area.
5. Being quiet and giving full, respectful attention while the faculty or another student is speaking.
6. When speaking, using courteous, respectful language, and keeping comments and questions relevant to the topic.
7. Following any additional classroom rules established by individual faculty.

Great Basin College states: "messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated."

At GBC, students are expected to assist in maintaining a class environment that is conducive to learning. It is required that students conduct themselves in a manner that does not disrupt the teaching or learning

atmosphere. All classroom participants have the responsibility to maintain classroom and online discussions that are professional and not disruptive by being courteous and using respectful language. This courteous behavior continues beyond the classroom to any community interactions as a GBC respiratory student.

Be an engaged learner and encourage your fellow students to do so as well.

ANY STUDENT ENGAGING IN INAPPROPRIATE BEHAVIOR WILL BE REMOVED FROM THE CLASSROOM. COUNSELING MAY OCCUR WITH THE FACULTY AND OTHER DEPARTMENT OR GBC PERSONNEL. REFER TO STUDENT CONDUCT POLICIES IN GBC GENERAL CATALOG.

Class Attendance

Attending class is an integral part of the program and critical in successful completion of each course. Whether the class is traditional or virtual in its delivery, it is EXPECTED that each student ATTEND ALL CLASSES and arrive for class ON TIME. In the event of an absence, it is the student's responsibility to obtain the announcements, information and any handouts provided by the instructor. Except for emergencies, missed tests, quizzes, or class work (random or scheduled) may NOT be made up. Students with a pattern of absences from class or tardiness (i.e., emergency or otherwise), will receive a behavioral counseling from the instructor. Any subsequent absences may be referred to the Director.

Informal Academic and Behavioral Counseling Forms

This counseling process allows for faculty and students to discuss any concerns in relation to a student's academic, clinical, professionalism, and or behavioral performance. This provides faculty and students an opportunity to make suggestions for issues of concern to help improve performance and is not punitive.

The forms serve as documentation that the faculty has met with the student and include recommendations and feedback. A copy of the form is given to the student and placed in the student's file for documentation. If there is ongoing concern or if a pattern of academic, clinical/safety, professional, and/or behavioral misconduct continues, the student will be required to meet with the Program Director &/or Director of Clinical Education. If the behavior continues, the student will be required to meet with the Admission & Progression committee to determine the student's progression in the RT program.

Unsatisfactory Student Progress Policy

Students who are admitted to the GBC RT program must maintain their status as a student in good standing in both academic and academic-related areas based on the following criteria. Failure to do so may result in dismissal from the program.

Students may at any time be referred to the Admission and Progression Committee for serious infraction(s) of professional, academic, or academic-related performance. **The Admission and Progression Committee will review a student's academic and/or clinical performance to determine if the student can continue progression in the program or is dismissed from the program.**

Distance Learning

All courses in the School of Health Sciences and Behavioral Health are internet enhanced. Some are completely online or a hybrid of live, internet and interactive video. It is the intent of all programs to keep access to student information private. The sign on to the course content is available through www.gbcnv.edu and is password protected for student confidentiality. It is the student's responsibility to have compatible internet access to the GBC website to complete the courses. If you are having problems with the access or have concerns about privacy and security, please contact the Help Desk at (775) 327-2170.

Policies and Guidelines for Nondiscrimination for Disability

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775-327-2336.

Procedure for Accommodation on the Basis of Disability

The ADA Officer will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids and services.

Questions regarding appropriate accommodations should be directed to the GBC's ADA Officer in the Disabilities Resource Center at 775-327-2336, gbc-accessibility@gbcnv.edu.

Disability Accommodations

All of the rules, expectations, and procedures stated herein may be subject to reasonable accommodation upon the submission of an appropriate request based on a recognized disability. However, because of the critical health and safety concerns in the AAS program, GBC cannot guarantee any specific accommodation will be granted.

Sexual Harassment

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of sexual harassment. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code. Sexual harassment is a form

of discrimination; it is illegal.

The Cardio-Respiratory Care program requires each student accepted into the program to complete the GBC Title IX seminar when offered by the college. Students are required to complete this training by the due date stated.

No employee or student, either in the workplace or in the academic environment, should be subject to or demonstrate unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance.

It is expected that students, faculty and staff will treat one another with respect. Refer to the GBC general catalog for the entire policy. Each case of accused sexual harassment will be reviewed on a case by case basis.

Admission

Great Basin College's Cardio-Science Respiratory Care Program consists of a prescribed set of CRS (Cardio-Respiratory science) and co requisite courses which must be completed in sequential order and may be taken only by those students who have been accepted into the cardio-respiratory care program. Enrollment in the cardio-respiratory care science program is limited, and students are admitted only in the fall semester. Selection is made using a point system. Additional points will be awarded for veteran applicants and students in the CTE pathway program. Application to the program is done annually with an application deadline of May 31 each year. Students are admitted yearly in the Fall semester. The program length is 16 consecutive months including winter and summer semester coursework. No additional application process is required to continue from the first to the second year. The application process and selection of students is completed by the HSBH Admission and Progression Committee. Non-respiratory therapy and pre- respiratory therapy students may not take any of the courses that begin with CRS designation prior to admission to the AAS degree in Cardio-Respiratory Care program. Students who have declared cardio- respiratory care as their major are designated as pre-respiratory therapy students. Students who have applied for and been accepted into the AAS in Cardio-Respiratory Care Science Program are designated respiratory therapy students.

Essential Eligibility Guidelines for Participation in the AAS Cardio-Respiratory Care Science Program

Students must provide evidence of a satisfactory physical examination within the preceding six months, validating the following psychomotor requirements:

Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers. Manipulate equipment necessary to assist the individual, family, and/or group to desired outcomes.
 Lift and move individuals and/or groups of individuals to provide safe care and emergency treatment.
 Perform cardiopulmonary resuscitation.
 Perform independently of others.
 Possess cognitive abilities of measure, calculate dosages, reason, analyze, and synthesize.

Advisement

1. Each student is assigned an advisor from the RT department. Students should work closely with a faculty advisor. The advisor is available to the student for counseling regarding progression through the program. The student will see his/her advisor at least one time per semester. Faculty office hours are posted each semester.
2. It is the student's responsibility to make certain all graduation requirements are met. Failure to do so will result in a delay in your application to take the examination offered by the National Board of Respiratory Care (NBRC). The Office of Admission and Records uses the year of your admission to the RT program to determine the catalog year and course requirements for graduation.
3. If a student displays physical, mental or emotional problems which requires professional care, he/she will be referred for help outside the School of Health Sciences and Behavioral Health.
4. If a student is experiencing any physical, mental or emotion problems which require professional care, he/she will be referred for help outside the School of Health Sciences and Behavioral Health.

National Board of Respiratory Care (NBRC) Credentialing Eligibility

Upon successful completion of the GBC Cardio-respiratory Science program, graduates will have earned an Associate of Applied Science in Cardio-Respiratory Care Science. Respiratory therapy program graduates are eligible to take the National Board of Respiratory Care (NBRC).

Graduation from an accredited program is only one of the requirements and does not mean automatic licensure as a respiratory therapist.

The Nevada State Board of Medical Examiners requires all applicants for Respiratory Therapy licenses to answer screening questions. These questions address criminal convictions, discipline in another state, chemical dependency, and medical and mental health conditions. In addition, all applicants must submit their fingerprints for an FBI and State of Nevada criminal background check. For more information, visit <https://medboard.nv.gov/> or call toll free: (888) 890-8210.

Grading

The following grading scale will be applied to **all** CRS coursework:

100 - 94.00 = A	76.00 = C
93.99-90.00 = A-	75.99-70.00 = C-
89.99-87.00 = B+	69.99-67.00 = D+
86.99-84.00 = B	66.99-64.00 = D
83.99-80.00 = B-	63.99-60.00 = D-
79.99-77.00 = C+	Below 60.00 = F

Note: Student grades will be calculated out to two decimal places (to the hundredth). There will be no rounding up of scores. Criteria for grading will be given to the student in writing at the beginning of each course. It is the student's responsibility to know his/her grade point average throughout the course.

Students are responsible for all written/verbal information that is shared in scheduled classes. Course assessments/assignments are outlined in the course syllabus for each course every semester. Students must submit all theory or clinical written assignments on or before the day and time they are due. Students are responsible for complying with assignment submission guidelines as outlined in each

course syllabus. Students with missing assignments may not be allowed to complete the course until all coursework is submitted. Faculty will not pre-grade any submitted assignment. Once an assignment is submitted, the respiratory faculty will review only a final grade, not for re-submission.

Breaks and Holidays

Students do not attend classes or clinical on:

1. on college holidays
2. during Spring Break

If a college holiday falls on a day of the week that the student is normally scheduled in clinical, time will not have to be made up. **It is up to the student to be familiar with which holidays GBC acknowledges and notify their clinical site prior to the holiday. These can be found on the GBC website and in the GBC catalog.**

It is the policy of the Nevada System of Higher Education (NSHE) to be sensitive to the religious obligations of its students. Religion is one area of diversity recognized by GBC. Any student missing class, quizzes, examinations or any other class or lab work because of observance of religious holidays, shall, whenever possible, be given an opportunity during that semester to make up the missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor in writing, on the first day of class or no later than ten days in advance, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. Examples of such holidays are Rosh Hashanah and Yom Kippur.

Textbooks and Other Course Materials

Textbooks may be purchased at the Great Basin Book Store, 1500 College Parkway, Elko, NV 89801 (775) 753-2270. Students may purchase through the website at <https://www.bkstr.com/greatbasinstore/home> Students also have the option to purchase books through outside sources.

Syllabi are available online on individual WebCampus course websites the day the course starts.

Academic and Behavioral Counseling

This counseling process allows for faculty and students to discuss any concerns in relation to a student's academic, clinical, professionalism and or behavioral performance. This provides faculty and students an opportunity to make suggestions for issues of concern to help improve performance and is not punitive. The forms serve as documentation that the faculty has met with the student and includes recommendations and feedback. A copy of the form is given to the student and placed in the student's file for documentation. If there is ongoing concern or if a pattern of academic, clinical/safety, professional and/or behavioral misconduct continues, the student will be required to meet with the Respiratory Program Director. If the behavior continues, the student will be required to meet with the Admission & Progression committee to determine the student's progression in the respiratory program.

All respiratory therapy students are subject to behavioral or academic modification plans. The purpose of these plans is to provide early interventions to students whose academic performance or behavior is not in alignment with the RT program expectations and practices.

Academic Counseling with Modification Plan: Students who have demonstrated academic difficulty may receive an Academic Modification Plan. The intent of this plan is to provide early intervention to improve student performance. It will consist of the faculty developed plans and goals.

Behavioral Counseling with Modification Plan: Students who demonstrate poor ethical judgement, rude, intrusive or unkind behavior or other negative behavioral events that are expected to disrupt their clinical experience, will result in the student acquiring a Behavior Modification Plan. GBC Faculty will create this plan and discuss it with the student. In the plan, the student will be provided a plan for improvement and given a follow-up date to monitor for change.

Clinical instructors are encouraged to contact GBC faculty regarding student behavioral concerns in the clinical site. The Instructor and GBC Faculty will evaluate the behavior and may determine to proceed with a modification plan depending on the severity and regularity of the behavior.

Unsatisfactory Student Progress Policy

Students who are admitted to a HSBH Program must maintain their status as a student in good standing in both academic and academic-related areas based on the following criteria. Failure to do so may result in

dismissal from the program:

Students may at any time be referred to the Admission and Progression Committee for serious infraction(s) of professional, academic, or academic-related performance. **The Admission and Progression Committee will review a student's academic and/or clinical performance to determine if the student can continue progression in the program or is dismissed from the program.**

Students who have failed either the Testing, Clinical, or Course Total of a respiratory course, which results in an average grade of less than 76% in any of these areas, or have not met final clinical evaluation competencies, will be dismissed from the AAS Cardio-Respiratory Program. Students who are dismissed or withdraw from one respiratory course may not continue in any other respiratory courses.

If a student is unable to achieve an average of 76% in any of the three (3) stated areas of Testing, Clinical, or the Course Total will receive a final course grade reflective of the lowest grade of these categories (C-, D+, D-, F). The student will be dismissed from the AAS Cardio-Respiratory Program and will not be allowed to progress to the following semester. If a student does not pass the final clinical evaluation components the student will receive a final course grade of "F".

Unsatisfactory Progress for Academic Reasons

Students must meet with faculty member(s) to complete an academic counseling form and/or participate in remediation based on the following:

1. who earn less than 76% on two or more clinical assignments.
2. who earn less than 76% on two or more theory assignments.
3. who earn less than 76% on any exam at any time during a course (students must make an appointment to meet with the course instructor to review the exam).
4. who earn less than 76% on three three-course quizzes.
5. who do not pass a skills checkoff after two attempts (see laboratory policy & course syllabus)
6. who have not met expected performance, safety, or conduct standards.
7. who, at the end of the course, do not meet the final clinical evaluation competencies (this will also result in a student not passing the course).

Unsatisfactory Progress for Academic-Related Reasons

Conduct consistent with professional standards of ethical, academic, and clinical behaviors must be exhibited at all times, including within classrooms. See Appendices Section for additional information on what constitutes inappropriate conduct in these areas. The following serve only as examples of

inappropriate behavior and in no way constitute a comprehensive list of behaviors resulting in counseling:

- a. In a clinical course, if a student's performance is determined by respiratory faculty to be unsafe, the student may be removed from the clinical setting and will meet with their clinical faculty and the Program Director, which may result in dismissal from the program for unsafe practice.
- b. If at any time a student's observed behavior or performance raises any questions on the part of faculty about the student's physical, emotional, cognitive, and/or emotional status and/or ability to perform or behave safely and/or appropriately, the faculty will meet immediately with the student, document their observations and notify the Respiratory Therapy Director. A student may be asked to leave a clinical or classroom setting if the faculty determines it is warranted. When appropriate, site security or its equivalent in clinical settings may be called.
- c. If the student is determined to be unable or unwilling to perform or behave appropriately, the student's emergency contact will be notified. The student's emergency contact is responsible for taking the student home.
- d. All students must have a C (76%) or higher in all courses, including general education courses that are used towards the cardio-respiratory science degree.
- e. Students participating in other unethical behavior

Unsatisfactory Progress Procedure

1. Students failing to maintain a 76% test average after the second exam of the semester in each course, must make an appointment to meet with the instructor following each exam for exam review until a testing average of 76% or higher is attained.
2. If, at any time during the semester, the student feels that he/she will be unable to attain a 76% or higher testing average or a 76% or higher clinical submission average at the conclusion of the semester, they may withdraw from the course by the drop deadline. If a student chooses to withdraw from a respiratory course, they are required to withdraw from all respiratory courses that semester and the RT program. If the student does not formally withdraw by the set drop deadline, the instructor will automatically assign a grade of "F" for the course.
3. Faculty will identify area(s) of performance needing improvement in either academic or academic-related (clinical/skill performance) areas and outline recommendations and suggest an action plan for improvement on an academic counseling form. Students may also provide input for an action plan.
4. The completed form will be signed by faculty member(s) and the student.
5. Faculty will be responsible for providing a copy of the form to the student.
6. Faculty will file the completed form in the student's file.

Process for Admission and Progression Committee Review

One of the responsibilities of the Admission and Progression Committee is to review student academic problems referred by faculty and on matters related to progression, dismissal or reinstatement of students. The purpose and functions of the Admission and Progression Committee can be found in the Appendices Section.

- 1) All students undergoing review by the Admission and Progression Committee must submit a letter to the Committee describing their plan for correcting deficiencies. The letter ***must be received by the Administrative Assistant at least one (1) day prior to the next scheduled meeting*** of the Admission and Progression Committee.
- 2) The committee will review the student's course grades and overall academic and academic-related (clinical/ simulation/ skill performance) record, the course faculty's evaluation, and the student's written plan for improvement. Course faculty whose students are undergoing review by the Admission and Progression Committee are requested to be available to consult with the committee if needed during the review.
- 3) The Admission and Progression Committee reviews all the information received and recommends to the Dean that:
 - a) The student shall implement their plan for improvement and be allowed to continue in the program. The Committee may require additional steps or conditions the student must meet after reviewing the student's plan for improvement. Or,
 - b) The student should be dismissed from the program.
- 4) The Dean notifies the student and faculty member(s) of the decision in writing.

- 5) Students who do not request to meet with the committee (for voluntary withdrawal) or submit their letter and plan for improvement to the committee will be recommended for dismissal from the program.

Voluntary Withdrawal Policy

Students who for personal reasons need to voluntarily withdraw from the program must immediately notify their instructor(s) and the Admission and Progression Committee in writing. Students have the option of withdrawing from a course prior to completion of 60% of that course. It is the student's responsibility to formally withdraw at the Registrar's office from a course. If a student does not complete the course and/or do not formally withdraw by the drop deadline, a grade of "F" will automatically be assigned as per Nevada System of Higher Education Board of Regent's Policy, Chapter 6.

Dismissal and Readmission to the Program

Students who have failed either the Testing, Clinical, or Course Total of a respiratory course, which results in an average grade of less than 76% in any of these areas, or have not met final clinical evaluation competencies, will be dismissed from the AAS Respiratory Program. Students who are dismissed or withdraw from one respiratory course may not continue in any other respiratory courses.

If a student is unable to achieve an average of 76% in any of the three (3) stated areas of Testing, Clinical, or the Course Total will receive a final course grade reflective of the lowest grade of these categories (C-, D+, D-, F). The student will be dismissed from the AAS Respiratory Program and will not be allowed to progress to the following semester. If a student does not pass the final clinical evaluation components, the student will receive a final course grade of "F".

Students returning to the program at any time are expected to submit all newly developed assignments. Using previously submitted work is considered plagiarism and may result in failure of the assignment, course, or dismissal from the program.

Students who have been dismissed from the program due to academic reasons may apply once for program readmission. The student must indicate in writing to the Admission and Progression Committee their desire to be considered for readmission no later than May 31 for the Fall semester and follow all procedures for appealing to the Committee.

Students who have been out of the program for more than one year must reapply. Students who have been out of the program for less than one year will be considered for readmission on a space-available basis and will not need to submit a full application.

Student Appeal of Admission and Progression Committee Decision

Decisions of the Admission and Progression Committee may be appealed directly to the Dean in writing within seven (7) working days after written notification of the decision is received. If the issue is not resolved after appealing to the Dean, the student may proceed to Step III of the Grievance Procedure described in the next section.

Grievance Procedure

The procedure described here differs from and supersedes the GBC procedure described in the college Catalog. The divergence from GBC policy is justified by the sequential nature of the program curriculum and the safety and well-being of patients a student may care for.

Students who wish to explore problems that have not been resolved to their satisfaction can initiate the appeal process described below. Because faculty have an obligation to safeguard patients and other individuals, a student in the appeal process might not be allowed to continue in the clinical component of a course until the issue is resolved.

Grievance Procedure Steps

Step I:

Schedule an appointment and discuss issue with faculty member(s) within seven (7) working days of the alleged occurrence. Within seven (7) working days of the scheduled meeting, the faculty member(s) shall issue a written decision. The decision may be delivered to the student by email, U.S. Mail, or personally delivered.

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Resolution → Stop

No resolution → Proceed to Step II

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Step II:

If the student is aggrieved by the resolution made in Step I, the student may file a written appeal with the Dean within seven (7) working days of receiving the written decision in Step I. The Dean shall meet with the student within seven (7) working days of receiving the appeal unless the student requests more time and this request is approved by the Dean. The Dean may invite the faculty member(s) to this meeting. The Dean may permit the student to bring someone to advise the student at this meeting. The Dean shall issue a written decision within seven (7) working days of the meeting. The decision may be delivered to the student by email, U.S. mail, or personally delivered.

Resolution → Stop

No resolution → Proceed to Step III

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Step III:

If the student is aggrieved by the resolution made in Step II, then the student may file a written appeal with the Vice President for Academic and Student Affairs. The Vice President shall schedule a meeting with the student within ten (10) working days of receiving the appeal unless the student request more time and this request is approve by the Vice President. The Vice President may invite the Dean and the faculty members to this meeting. The Vice President may permit the student to bring someone to advise the student at the meeting. The Vice President shall issue a written decision within ten (10) working days. The decision may be delivered to the student by email, U.S.

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Resolution

(Note: Dates given in this procedure may be adjusted if the Dean is not available due to absence or semester break.)

Student Evaluations of Faculty and Learning Outcomes

Toward the end of each respiratory course, students will be asked to complete evaluation instruments. An analysis of the student responses is sent to faculty members after the completion of the term and the recording of grades. This data assists the faculty in self-improvement of their teaching and helping future students achieve course learning outcomes. Students are expected to carefully weigh their assessments and evaluate the faculty member fairly and accurately.

Gifts

It is the faculty policy that students shall not purchase gifts for them at the end of a particular course. Please adhere to this policy when thanking faculty for their support and guidance.

Lunches and Breaks

Respiratory students are allowed two, 15-minute breaks (one in the morning and one in the afternoon) and a thirty-minute lunch. The lunch break will commensurate with the practice of the department and area/rotation assignment. The lunch break is required for all students and cannot be used at the end of the clinical day or to make up clinical time.

Due to the time restriction of the lunch break, it is not recommended that the student leave the clinical site for lunch. Students wishing to leave the clinical site for lunch are required to get the approval of the clinical instructor or DCE and ensure they are back within 30 minutes. At the end of the semester, a 30-minute lunch for each clinical day will be deducted from the semester total clinical time.

Testing Policy

Course Exams

Exams will be taken during prearranged times and dates. Specific information will be provided to students by the faculty member responsible for a particular course. Unless otherwise indicated, all exams will be closed book, timed, and monitored.

Testing Procedures

- a) All student possessions (backpacks, cellphones, water bottles, hats, etc.) must be left at the front of the room.
- b) A faculty member or designated proctor will remain in the room with students at each center during testing
- c) All exams will be given using Respondus LockDown Browser or equivalent application to ensure the integrity of the assessment.
- d) Students are not permitted to sit at their desk with notes prior to the test. Any last-minute studying must be conducted outside the classroom.
- e) The procedure for proctored tests should be as follows:
 - i) Students take the test and submit it online.
 - ii) If Cooperative Testing is utilized, it will be carried out as follows:
- f) Students will work in groups of 3-6 to take a Cooperative Test.
 - g) Students who received less than a 76% on the individual test, will not receive any Cooperative testing points.
 - h) The time allowed for the Cooperative test will be half the time that was provided for the individual test.
 - i) Students earning an A on the group test will have 3% added to their individual grade; those earning a B on the group test will have 2% added to their individual grade; those earning a C on the group test will have 1% added to their individual grade. A grade less than 76% on the group test will earn no points.
 - j) Answers and rationales will only be provided after the Cooperative test and may require you to schedule a meeting with your instructor.
 - i) Students who disagree with the correct answer may complete a Student Test Query Form (see Appendix) to explain their rationale for their chosen answer. These forms will be submitted to the faculty within 72 hrs. Only the student submitting the query may or may not receive credit based on the discretion of the instructor.
 - ii) There will be no discussion of test items between students and faculty on the day of the test, during the test, or after the test is completed.

If a student is absent from a test, it will be up to the discretion of the instructor as to whether the same test may be used to make-up the test or a different test will need to be administered. A different test may be of a different format as well (essay, short answer, etc.).
 - iii) Simple, non-graphing, calculators without memory can be used for dosage calculations if necessary. No cell phones are permitted.

Reviewing Tests with Faculty

1. It is at the faculty's discretion if a group review is conducted. If so, the students will not be allowed to take any notes; they can only review the exam and discuss questions with other students or faculty.
2. All students earning less than 76% on any exam at any time during a course (or two exams if so, indicated in the course syllabus) must make an appointment with the faculty.

3. The faculty will discuss with the student the results of the test and assist the student with strategies for improvement on the next test.
4. Students who do not follow this policy will be contacted by the faculty for a discussion of the importance of remediation for success in the cardio-respiratory program.

COMMUNICATIONS AND STUDENT SERVICES

Cancelled Classes

Faculty Illness: A notice will be posted on the classroom door or online in WebCanvas to notify students of classes cancelled due to faculty illness. In addition, staff will make an effort to contact students living outside the Elko, Winnemucca, or Reno area by telephone or email.

Weather: When the GBC President closes the campus due to inclement weather, all campus classes will be canceled. Closure of the campus does not affect scheduled clinical experiences in another town. Program faculty will review clinical educational experience missed due to inclement weather on an individual basis. Weather is not considered an excuse for tardiness to the clinical site.

Student Messages – General Emergency

Great Basin College, in compliance with the Clery Act, will issue timely warning notices in the event a situation occurs on one of our centers or in the areas adjacent to our centers that constitutes a potential ongoing or continued threat to students, faculty and staff. Timely warning notices will be issued upon the recommendation of the Director of Environmental Health, Safety & Security (EHS&S), the Center Director or the local Police agency. Timely warnings will be issued on a case-by-case basis when approved by the GBC Executive Administrators based on the available facts, the risk to the center community, and the risk of compromising law enforcement efforts.

Timely warnings will be issued via the GBC email system, posted on the home page of the GBC web site, posted via video signage, printed notices and personal contact. Warnings will include the date, time and reported location of an incident, a brief summary of the incident, a description of the suspect(s) and vehicles if known. Warnings will include safety information specific to the type of incident and contact information to obtain additional information.

Terrorist Attack

If the State of Nevada's Office of Homeland Security places the Elko area in a level red alert, students in the clinical education sites will be released from clinical until the red alert has been lifted. GBC faculty or staff approval to leave the clinical education site is not required.

Cell Phones

Cell phones and other handheld devices are not to be used for calling, texting and email functions during class or clinical time. Sound should be turned off on all personal electronic devices carried in classrooms, clinical, or the practice lab. Smart phones, IPADS®, Kindles®, Skyscape®, etc. can be used to access relevant resources for selected classroom, practice lab activities, and clinical as allowed by the clinical agency.

E-mail

Students are required to check their e-mail at least two (2) times a week because it is the primary route used for official departmental and course communications. Changes to email addresses must be reported to Admissions and Records immediately.

- Always include a subject line when emailing faculty.
- Remember some comments may be taken the wrong way be specific when creating a message.
- Be respectful to your faculty and fellow students when sending email.

- Students can expect a faculty response to email within 24-48 hours (excluding weekends and holidays)

In Course E-mail and Announcements

Students are required to check course announcements and email for communications or changes specifically to the course or program on a daily basis.

Change of Name, Address, or Telephone Number

Any change of name, address, or telephone number should be reported to the Program Director, HSBH Administrative Assistant and the Admissions and Records Office in a timely fashion. It also must be updated in the Peoplesoft system (MyGBC) themselves.

Multifactorial Authentication (MFA)

NSHE and GBC require the use of MFA to access Webcampus, school email and other essential documents/programs to ensure privacy and security. Students will need to maintain access to a phone to utilize the MFA.

Classroom Taping

No classroom content of any type may be videotaped, audiotaped, recorded, or transmitted in any manner without the written permission of the instructor and each member of the class. Any content recorded becomes the property of the course instructor. This is for the protection of the confidentiality of patients, students, instructors, and GBC staff. Students in the class will be required to sign a release form to allow recording in the course. Recordings must be destroyed at the end of the semester.

Social Media and Online Communication – Ethics and Legal Liability

Students are reminded that they are legally liable for anything they write or present online. Students can be disciplined by GBC for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Students can also be sued by GBC employees, clinical agencies, and any individual or company that views their commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

To avoid negative impacts resulting from unwise or inappropriate use of social media, be aware of the following:

- If you post anything about GBC or the Health Sciences and Behavioral Health programs, make it clear that you do not represent the college or any of the programs, nor their views.
- Be aware not only of the content you post, but of any content that you host (ex: comments others post on your site). Content you host can have the same effect as content you post.
- Potential employers may use social media to evaluate applicants. Inappropriate content may eliminate job opportunities.
- Once you have posted via social media, it is out of your control. Others may forward it, save it, repost it, etc. It is almost impossible to retract after it is posted.
- If you disclose confidential information about patients, other health care providers, fellow students, or faculty, the college and/or health care facility may take legal action against you. Disclosing patient confidential health information is a violation of HIPAA and can result in severe fines and dismissal from the RT program

The faculty recognizes that social media sites –Facebook, Instagram, Twitter and others offer alternative ways to reach and communicate with friends and other students. The responsible use of social media strengthens our programs' reputation within the community and expands public awareness of our varied educational options.

The following policies and procedures must be adhered to in all use of social media that in anyway relates to or mentions GBC and/or the Health Sciences and Behavioral Health programs:

1. The social media site content must not replicate information that is available on the college web page.
2. Material and content from classes may not be copied and placed on social media sites, including personal information regarding patients, students, instructors, or other GBC staff.
3. Personal blogs should have a clear disclaimer that the views expressed by the author in the blog is the author's alone and do not represent the views of GBC or the School Health Sciences and Behavioral Health.
4. Information with GBC affiliation should only be information that could be contained in a resume.
5. Information published on a blog should comply with HIPAA, FERPA, and GBC confidentiality policies.
6. Students must be respectful of all persons and their right to privacy.
7. Do not reference GBC faculty, staff, or students without their written consent. Do not use their images or likeness without consent.
8. Respect copyright laws and site sources appropriately. Plagiarism still applies to on-line content. GBC logos may not be used without written consent from Department Chair.
9. Any press or media contacts should be referred to Social Media Specialist at 775-327-2149.
10. All requests for social media development should include its purpose and objectives, name of the social media site, and the name of the moderator, with request forwarded to the Dean of the School of Health Sciences and Behavioral Health at 775-327-5869.
11. Student must not be friends with faculty on Facebook until such time as the student has graduated or left the college.

Student Records

The Admission and Records Office maintains official GBC files for all students who apply to the college. A cumulative, confidential file of program documents is kept for each student in the School of Health Sciences and Behavioral Health. The confidential file contents may include application materials, immunization records, copies of the CPR card, transcripts, student agreements, test scores, clinical assignment and performance forms, skills checklists, and student counseling forms.

Class work, tests, quizzes and projects may also be included in this file. Records of individual student conferences and clinical evaluation conferences will be read and signed by the student and faculty prior to becoming a part of the student's cumulative record. Records are retained and stored in the School of Health Sciences and Behavioral Health for five years and are then shredded or deleted if maintained electronically.

All student files are maintained in designated, locked file cabinets or password-protected computers. Student files are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). For further information, refer to the section on Family Educational Rights and Privacy Act in the GBC catalog.

Student Representatives

Student representation is requested and appreciated at all respiratory department committees and boards. Two representatives from each class are selected as volunteers. They will be invited to attend two faculty program meetings and two RT advisory board meetings or more annually. These students are asked to bring questions, comments and concerns of their class and take information back to the group. Student representatives have both a voice and vote in making decisions on issues discussed in faculty meetings. These representatives also act as spokespersons for their student group.

Student Government Association (SGA)

Cardio-Respiratory Care students are encouraged to be an active part of the SGA. A variety of activities are provided throughout the school year. Students have the opportunity to participate individually or as a group. There may be some scholarship opportunities for participating in the SGA.

Learning Resources

Students must purchase required texts and other learning resources (e.g., online access codes and other learning resources). A list of required learning resources will be provided to all students enrolling in the health science programs. These can be purchased through the GBC Bookstore or through another source. Students should be very careful that all components needed for their classes are included if they purchase from an outside source. Students will be notified if additional learning resources are required prior to the beginning of each subsequent semester.

Library Services

All students at every center have access to online library materials. The physical library is located at the Elko Center. Library faculty and staff are available to help all students no matter location. Students can locate resources by visiting the library webpage: <https://www.gbcnv.edu/library/> or contact library staff by calling 775-327-2122 or walking into the library during business hours. Library Physical and Staff Hours:

Fall and Spring Semester:

Monday - Friday 9:00 am to 5:00 pm

Winter and Summer Semester:

Monday - Friday 9:00 am to 1:00 pm

Technology Assistance

GBC offers a Help Desk for students experiencing problems with WebCampus access. The Help Desk is available by phone (775-327-2170) or by email (helpdesk@gbcnv.edu).

Summer Hours:

Weekdays: 7:00 am to 4:00 pm

Fall and Spring Hours:

Weekdays: 7:30 am to 9:00 pm

Saturday: 12:00 pm to 5:00 pm

Tutoring

BrainFuse is a free tutorial service offered by GBC through the student's WebCampus account. Students are encouraged to take advantage of 24/7 tutoring opportunities, practice testing, student study groups and more.

Academic Success Center (ASC) is located at the Elko, Battle Mountain, Ely, Pahrump, and Winnemucca Centers. Visit the academic success center page: <https://www.gbcnv.edu/asc/> or contact the ASC at 775- 327-2275

Services for Students with Disabilities

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability in writing.

The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.327-2336.

The ADA Officer will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. Questions regarding appropriate accommodations should be directed to the GBC's ADA Officer at 775-327-2336.

Physical Examination

Student must provide evidence of a satisfactory physical examination. Please see the “Functional Abilities” document and the physical Student Health form in the appendix of this handbook. The physical examination validates the student is able to meet the demands of the program without compromising the patient, clinical environment or themselves. In addition, the following psychomotor requirements must be validated and documented:

1. manipulate equipment necessary to assist the individual, family and/or group to desired outcomes.
2. lift and move individuals to provide safe care and emergency treatment.
3. perform cardiopulmonary resuscitation.
4. perform independently of others.
 - a. possess cognitive abilities to, reason and analyze situations. This can be documented on the physical form provided for you in the back of this handbook.

Immunizations

The following immunizations must be current. You can obtain any required immunizations from your physician/physician's assistant or nurse practitioner. Any immunizations that are still current do not have to be repeated. If a student is unsure of the currency of an immunization, titers can often be drawn.

1. **Quantiferon or a Two-step tuberculosis (TB) skin test** the required TB test is a two-step Mantoux or PPD. (This baseline is valid for 12 months.)

Step One: Go to your physician's/physician assistant's/nurse practitioner's office or a clinic and have the skin test done; return 48-72 hours later to have it read.

Step Two: One week later, go back and have the skin test done again; return 48-72 hours later to have it read. A tine test is not acceptable, and the one-step TB test is not acceptable. If you have had a positive skin test in the past, you must have documentation of a negative chest x-ray.

2. **Measles/mumps/rubella (MMR)**

(Series only to be done once in a lifetime.)

- a. If you were born in 1957 or after and have no serological evidence of immunity, no physician- diagnosed measles or mumps disease, or prior vaccination evidence, obtain two doses of MMR vaccinations.
 - b. If you were born before 1957, show proof of one of the following:
 - history of physician-diagnosed measles and mumps disease
 - laboratory evidence of measles and mumps immunity
 - laboratory evidence of rubella immunity
 - MMR or Rubella vaccination evidence
3. **Tetanus, diphtheria, pertussis**
A Td booster is required every 10 years following the completion of the primary 3-dose series. A 1-time dose of Tdap to those younger than 65 years of age who have direct patient contact is required.

4. **Hepatitis B series**

The Hepatitis B series is a series of three immunizations. If you have not been previously immunized, the first immunization must be completed by the end of May, the second completed one month after the first, and the third immunization completed five months after dose #2. Check with your health care provider if you have questions.

Note: Hepatitis A series: Currently, many clinical facilities do not require immunization for hepatitis A; however, it is highly recommended due to exposure at various clinical sites. This is a series of two immunizations. If you have not been previously immunized, the second dose should be completed 12-18 months after the first. If the combined hepatitis A and hepatitis B vaccine (Twinrix) is used, 3 doses at 0, 1, and 6 months; alternatively, a 4-dose schedule may be used, administered on days 0, 7, and 21-30 followed by a booster dose at month 12.

5. **Influenza**

Proof of immunization with vaccine(s) recommended for health care providers by CDC for the current year. Most clinical sites will require flu shots for students to perform clinical rotation in that facility. If the student does not want the flu vaccine, they will be required to put this in writing with the reason why. It is up to the affiliated clinical site whether or not the student will be able to attend clinical at the site. If the student is denied attendance at the scheduled site, every effort will be made to place the student at another location, if one is available. This will be a case by case basis and depends on available clinical sites.

6. **Varicella**

Student must provide proof of varicella exposure through a titer or with proof of immunization.

7. **COVID**

Some clinical sites may require COVID vaccination for students to perform clinical rotation in their facility. If the student does not want the COVID vaccine, they will be required to submit a delination form on Complio. Individual sites may require additional declination/exemption forms and will make the ultimate decision as to placement of the student. If the student is denied attendance at the scheduled site, every effort will be made to place the student at another location, if one is available. This will be a case by case basis and depends on available clinical sites.

Immunization Exemptions

There are two types of exemptions to the immunization requirements.

- Medical- this exemption requires a licensed physician to provide a signed statement that a medical condition prevents the student from complying with this regulation.
- Religious- this exemption requires a statement from the student that the vaccines are contrary to his/her religious beliefs.

The HSBH Department and facility reserves the right to restrict clinical placements of students who are not fully immunized for any reason.

Students not having completed all immunizations may be denied access to required clinical sites. In this situation, alternative student placement would be attempted. Placement of other students will not be disrupted to place a student who is denied placement at a site due to refusal of immunization. If no alternative placement is available, students may be dismissed from the program.

Insurance

1. GBC RT students are covered by the Nevada System of Higher Education's liability insurance.
2. Students are **not** covered by the SIIS (Workman's Compensation) in any of the clinical facilities.
3. Students are required to have health insurance. If you are not covered by health insurance. Yearly proof of medical insurance is required during clinical assignments. Documentation is maintained in Complo.
4. GBC does not currently provide health care services on campus.

CLINICAL AGENCY DISCLAIMER

While assigned to clinical agencies, students are not considered employees of the agency and will not be covered by Workman's Compensation, or malpractice insurance policies of the agency. Students must abide by existing rules and regulations of the Clinical Agency during their clinical assignments.

Background Reports and Drug Testing

Certain clinical agencies mandate criminal history background checks for all individuals engaged in patient care or prior to presence on hospital campuses. All students must undergo criminal history background checks at their own expense. These checks are conducted by an external vendor and the information is sent to the clinical agency requiring this information. Agency personnel will evaluate the information they receive and in their sole discretion, make the final determination as to each student's ability to participate in patient care in their agency. If a student is denied clinical placement by any clinical agency, due to unacceptable criminal history information, that student may be placed at an alternate site, if available, or may be dismissed from the cardio-respiratory care science program.

Some clinical sites may require their own background check as part of their on-boarding process. In this case, students are required to pay the additional fee out of pocket. Students will be notified of which sites have such requirements as soon as possible once admitted to the program.

Some clinical sites may require additional pre clinical education such as bloodborne pathogen training. This may be provided by vetted online vendors at a cost to the student.

If a student's criminal status changes at any time throughout the program, it is the student's responsibility to provide documentation of the criminal conviction to the RT program director. At that time, the program director will make a determination if the criminal convictions eliminate the student from the program due to ethical requirements of the profession. The program director will reserve the opportunity to consult the NBRC for pre-evaluation, or have the student do so, as part of this decision-making process.

If requested by the clinical facility/agency, Great Basin College students may be asked to submit to "for cause" drug and/or alcohol screening in a similar manner and under policies similar to those affecting employees of the participating clinical facility/agency. The results of the drug and/or alcohol screening may be disclosed in the event of a claim against the clinical facility/agency arising out of the acts of the student

Substance use:

Great Basin College maintains a zero-tolerance position with regard to the use, sale and possession of any illegal drug. Violation of any state or federal drug laws will subject the student to disciplinary action, which may include legal action concurrently. Illegal use or abuse of legal and/or prescription drugs will subject the student to similar disciplinary action.

Philosophy:

Faculty believe safety for the student and patient is of the utmost concern. Faculty believe personal and health problems arising from substance use can affect academic and clinical performance, making students a danger to self and patients. Faculty are committed to confidential handling of recognition and treatment of substance use/abuse.

Illegal Drugs:

For purposes of this policy, 'illegal drugs' means illegal use of controlled or illegal (i.e. prohibited) substances: any drug defined as such under the regulations adopted pursuant to Nevada Revised Statutes 453.146. Many of these drugs have a high potential for abuse. Such drugs include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" which are not prescribed by a licensed physician. The definition of illegal drugs does not mean prescription drugs that are lawfully being taken by a student as prescribed by a licensed health care professional; the student must be under the direct medical care of the licensed health care professional and must not be using any substances that impair judgment while in the clinical environment. Although marijuana is legal in the State of Nevada, marijuana is a Schedule 1 substance under federal law and continues to be an illegal substance for purposes of this policy; thus, its use is prohibited. In addition to other illegal drugs as described above, the overuse and/or abuse of alcohol is also prohibited under this policy.

For Cause/Reasonable Suspicion Testing:

If requested by the clinical facility/agency, Great Basin College students may be asked to submit to "for cause" drug and/or alcohol screening in a similar manner and under policies similar to those affecting employees of the participating clinical facility/agency. The results of the drug and/or alcohol screening may be disclosed in the event of a claim against the clinical facility/agency arising out of the acts of the student.

If faculty has a reasonable suspicion that a student is using illegal drugs or is demonstrating signs of impairment while engaged in college-related activities, faculty must immediately remove the student from the classroom, laboratory, or clinical environment. If reasonable suspicion exists faculty may ask the student to submit to "for cause" drug and/or alcohol screening at the student's expense. Great Basin College is responsible for identifying and providing safe travel to and from a designated vendor for the testing/screening. If a student refuses to submit to a reasonable suspicion drug and alcohol screening test, the refusal will be considered a presumptive positive/ admission of impairment, which poses a risk of harm to self and patients.

Students who have a medical condition, injured, or taking any substance that impairs judgment (including prescription medications, medical marijuana, and alcohol) are not suitable for and cannot be present in the clinical environment where patient safety is the topmost concern.

Impairment:

To determine reasonable suspicion, the following factors may be considered, but are not an exclusive list of factors justifying a drug or alcohol screening:

1. The physical symptoms or manifestations of drugs or alcohol use and impairment such as altered or slurred speech or repeated incoherent statements, disorientation, chronic drowsiness and/or sleepiness, dilated or constricted pupils, flushed skin, excessive sweating, tremors of the hands, excessive drowsiness or loss of consciousness;
2. Unexplained, abrupt or radical changes in behavior such as violent outbursts, hyperactivity, extreme suspiciousness, frequent and/or extreme fluctuations of mood swings without explanation, deteriorating hygiene/ appearance;
3. Inability to walk steadily or in a straight line, or perform normal manual functions essential to clinical treatment without reasonable explanation;

4. Accident or “near misses” in a clinical environment that appear related to unexplained sensory or motor skill malfunctions;
5. Perceived odor of alcoholic beverages or marijuana
6. The direct observation of drug use or alcohol use immediately prior or during program related activities

*Faculty must document student characteristics that warrant reasonable suspicion.

Positive Drug Test Results/Sanctions:

All students must satisfactorily pass any required drug test at the time of admission as well as when requested by program for cause/reasonable suspicion”. A refusal to undergo a drug screening test will be considered a presumptive positive.

Students who do not pass a required drug test will face disciplinary action, including rescinding of their admission, administrative withdrawal from courses, placement on a leave of absence, or dismissal from the academic program. Students should be provided with resources for counseling services for evaluation and treatment. Any costs incurred or required as part of a treatment program or ongoing monitoring are the responsibility of the student.

Program Re-Entry:

Students re-entering the program after receiving disciplinary action for a positive drug and/or alcohol screening test will be required to submit to a drug screening test prior to re-entry. Documentation or counseling and/or physician acknowledgement of prescribed medications and presumed safety in the clinical setting may also be required.

NSHE Code Title 2, Section 10.2.1 Prohibited Conduct (c), (s), (t) & (ee). Any violation will also become a GBC/NSHE Student Code of conduct violation in addition to any program/department action.

Health Policies and Information

- The HSBH programs require clinical work performed in hospitals and other facilities that involves providing direct care or exposure to clients with a variety of illnesses and diseases, including the handling of and/or contact with human body fluids. Therefore, students should understand that they may or will be exposed to disease-carrying bacteria and microorganisms and come in contact with patient situations that could be hazardous to individuals who are pregnant or immune compromised. See ***Bloodborne Pathogen Policy*** (appendix)
- Students who have a latex allergy must inform their instructor at the beginning of each semester so arrangements can be made to protect the student from exposure.
- **After an ER visit, hospitalization, surgery, serious illness, injury, childbirth, etc. a student must submit a release statement from a health care provider indicating their medical clearance to return to full time status to the program. A copy of this medical release statement will be placed in the student’s file.**

Bloodborne Pathogen Exposure and Prevention

Standard Precautions must always be used by students and faculty in all clinical facilities and the Practice Lab. Current CDC Recommendations for Application of Standard Precautions for the Care of All Patients in All Healthcare Setting are available at:

<https://www.cdc.gov/sars/guidance/i-infection/app1.html>

The School of Health Sciences and Behavioral Health has developed a Bloodborne Pathogen Exposure and Prevention Policy to be in compliance with the Occupational Safety and Health Administration (OSHA) Standards. The policy is intended to provide direction to students and faculty to help prevent exposure to blood-borne pathogens and guidance should such exposure occur. (See Appendices Section for policy and form).

Student Injury

1. A student who is injured in a clinical facility during a clinical course must report the incident to their instructor immediately. If indicated, the student will be seen in the hospital emergency room at no expense to the clinical site. The decision to send the student to the emergency room will be made by the faculty, student, and RT Director or Dean, if indicated.
2. In the event of a student injury in a classroom, the Practice Lab, or in a clinical agency, the student and faculty must also complete the Injury Report form (see Appendices Section) and submit it to the Dean. If an injury occurs in a clinical agency, the student and faculty must also adhere to the agency's injury policies and complete any reports or forms required by the facility.
3. For minor injuries each GBC building is equipped with a first aid kit, which the responding staff may use to take care of the injury.
4. An Automatic External Defibrillator (AED) is located at all GBC Centers.

Authority and Clinical Responsibility

1. Students are legally responsible for their actions as a student in clinical settings. The professional working with a student is legally responsible for the patient.
2. Students are subject to the rules and regulations defined in the personnel policies of the facilities with which the GBC HSBH Program affiliates. It is the student's responsibility to be aware of the facility's policies. If policies are not followed clinical rotation experiences will be discontinued until there is evidence that the student's progress meets the criteria for competent clinical performance.
3. **Students are guests at the clinical sites and should conduct themselves as such.** Students are not allowed to leave the clinical sites during scheduled hours without permission. There is not early release from the clinical setting.

It is acknowledged that GBC RT students will often have a background in other healthcare professions. However, during RT clinical rotations, it is **NOT ACCEPTABLE** for the GBC RT student to partake in non- respiratory therapy related patient care activities during clinical experience shifts (ex. assessing clients through diagnostic maneuvers, completing respiratory procedures, etc..). Furthermore, if employed in a respiratory therapy related area, students may not work during scheduled clinical student time. The RT program clinical time is required for building psychomotor requirements and the associated patient care skills only. Any other use of a RT student's time distracts from the student's primary focus. Students working outside the constraints of RT training as a GBC RT student will receive a behavior modification plan. If a clinical site is encouraging/requiring this behavior, the program director should be informed immediately.

HIPAA

The National HIPAA regulations apply in all school settings and students must demonstrate knowledge of the regulations prior to entering the clinical setting. This is the security and privacy accountability for healthcare information. Some items in didactic and all of clinical rotation are considered confidential and t

health care worker/student will be held accountable for release of the patient's information. HIPAA training will be maintained with documentation in each student file.

Clinical Education Experiences

Clinical instruction is provided in conjunction with classroom theory. A student's clinical experience should be for educational purposes only. Sites must be cognizant of the student's role and limited experience. They must ensure the site is providing the student with guided clinical experience and not expecting him/her to fulfill staffing requirements. This is essential for the health and safety of patients and students.

Clinical instruction takes place in various locations, such as hospitals and clinics. Although most clinical experiences take place during the day, the student may be scheduled for other shifts outside the hours of 5am to 7pm. Each student will be provided equitable clinical learning experiences.

The student is responsible for assuring that their individual work schedule does not conflict with clinical and didactic commitments. The program will NOT make adjustments to the clinical or didactic schedules to accommodate the student work, non-RT classes or personal schedule.

Clinical Site Selection:

In planning clinical learning experiences for CRS courses, the faculty tries to assure that each student is scheduled for the clinical facilities that are most likely to provide a variety of learning

situations appropriate to the unit or course content currently being studied. With this in mind, please note that travel to attend a clinical rotation will be required of some students. Clinical site selection is based on the following criteria:

- Type of facility/agency and accreditation status
- Type of experiences available
- Adequacy of staffing and staff preparation for their roles
- Average daily census or clients
- Available equipment, supplies, learning resources, etc.
- Receptiveness to students and faculty
- Number of students who can be accommodated at one time
- Number of faculty to accommodate an additional clinical site

Scheduling and Transportation:

- Scheduling students to be in the right place at the right time for the best possible experiences is a priority for faculty. As a result, there will be occasions when temporary irregularities in a student's schedule are necessary. Every attempt will be made to notify students of these changes so that they can make necessary plans and adjustments in their personal schedules.
- Respiratory Therapy students may be assigned day, evening, or weekend clinical experiences.
- Transportation to clinical facilities is the responsibility of the student this includes driving your own vehicle to home health clinical rotations.
- Due to the rural geographic location of our centers, GBC has affiliation agreements with clinical sites throughout the state of Nevada. These sites could be up to 7 hours away. It is up to the student to secure and cover the cost of travel and housing for all clinical rotations regardless of their location.
- No student clinical assignment or hours can be changed without the consent of GBC faculty. All hours and days are assigned to provide each student equal learning opportunities. Students may not request specific schedules from their clinical sites

Attendance

Due to concerns of unsafe patient care in a practice setting, a student who has worked a night shift or the previous eight hours prior to a scheduled clinical experience **will not be allowed** to follow that shift with a student clinical experience and will be sent home from the clinical site.

1. Because of the critical relationship between time and learning, students must make full use of clinical and classroom experience. Students are expected to meet all class and clinical requirements.
2. Student progress is monitored throughout the program. Content missed during an absence is still the responsibility of the student to know. The instructor will not review missed material in class.
3. **Respiratory Therapy students are expected to report on time for scheduled didactic and clinical experiences.** Students must be willing, capable, and prepared to participate in assignments. Failure to do so will result in a behavior modification plan.
4. **If a student comes to clinical/simulation/lab unprepared or late, are sent home from clinical/simulation/lab by their clinical instructor or fail to attend a scheduled clinical/simulation/lab the student will be required to complete a make-up assignment worth 50% of the total points of the original assignment that was attached to the missed clinical/simulation/lab.**
5. Tardiness is defined as **one minute or more past the designated start time.** Arriving late for a clinical will result in the student being sent home at the discretion of the instructor. **In case of clinical absence, the clinical instructor should be notified BEFORE the scheduled clinical experience. The instructor on record must be notified of an absence one hour prior to the beginning of the scheduled shift. It is the student's responsibility to notify the instructor AND the clinical site.**
6. Students who are absent from the clinical area for health reasons, such as an injury, surgery, or childbirth, are not allowed to return to the clinical until a written medical release is obtained from his/her physician. Please meet with the RT program director to discuss any medical or surgical concerns that might affect your clinical attendance prior to scheduling.

7. If a student is requested to leave the clinical site for any reason, the student should leave immediately. The student should then contact the Program Director and instructor. At no time should the student contact the clinical site or employees of the clinical site unless instructed to do so by the program director. A review will be done of the incident and make-up time will be assigned if deemed appropriate. The initiating incident will be carefully reviewed by the program director, faculty, and Dean. After the review, a decision will be made whether or not the student will be allowed to return to the clinical site, assigned to another clinical site, if available, or dismissed from the program.

*****At no time should a student visit a clinical site regarding the GBC program without being scheduled to work or with permission from GBC faculty. This may lead to program dismissal.***

Authority and Clinical Responsibility

1. Students are legally responsible for their actions as a student in clinical settings. The professional working with a student is legally responsible for the patient.
2. Students are subject to the rules and regulations defined in the personnel policies of the facilities with which the GBC HSBH Program affiliates. It is the student's responsibility to be aware of the facility's policies. If policies are not followed, clinical rotation experiences will be discontinued until there is evidence that the student's progress meets the criteria for competent clinical performance.
3. **Students are guests at the clinical sites and are overseen, guided and evaluated by clinical staff. Due to the organization of the medical imaging department, the student is expected to maintain a professional level of personal distance with clinical staff during clinical rotations. This ensures unbiased evaluation and education.**
4. There is no early release from the clinical setting.
5. Students should be participating in all patient care activities available through their entire shift, and refrain from outside distractions at the clinical site.

Clinical Trac™

Clinical Trac is an online time and record tracking system. Respiratory students pay a one-time subscription to this system. Students are expected to register on the Clinical Trac system by the due date provided by program faculty. Clinical Trac will be used to track student time records, exam logs, competencies and evaluations. It is the student's responsibility to maintain a working username and password throughout their clinical rotations. If time logs are not up to date at the conclusion of the semester, the student will receive an incomplete for the clinical course until the logs are complete. If the course is incomplete at the time the next rotation commences, the student will not be allowed to progress and will be dismissed from the program.

Clinical Instructors will submit competencies and evaluations in Clinical Trac. It is the student's responsibility to remind clinical instructors when their evaluations are due.

Clinical Trac offers students and faculty easy access to track program progress. It is up to the student to familiarize themselves with this program and be able to evaluate their own time and competencies to ensure course success.

Students utilizing Clinical Trac must follow the following guidelines:

1. Enter time exceptions ONLY for missed clock-ins and clock out's.
2. Review all competencies regularly to ensure the clinical staff has entered each course competency by the established deadline.
 - a. Verify all course competency numbers and types have been fulfilled for the course and graduation.
 - b. Regularly monitor their competencies to ensure their own progress.
 - c. When students note a delay in competency entry, they should discuss the importance of this requirement with their on-site clinical instructors.
 - i. If a site continues to delay or decline entry, faculty must be notified immediately.
3. Clock in and out from the clinical site from the department only.
 - a. Geo-tagged addresses will be regularly assessed by faculty to ensure compliance with this policy.
 - b. Failure to follow this policy will result in the following:
 - i. When 5 or more non-department addresses are noted, without faculty permission, the student will receive an Academic Modification Plan for failure to follow time log ethics.
 - ii. If an additional non-department clock-in or out is noted, the student will receive a 5% overall grade deduction.

The student is responsible for assuring that their individual work and personal schedule does not conflict with clinical and didactic commitments. The program will NOT make adjustments to the clinical or didactic schedules to accommodate the student's work, non-CRS classes or personal schedule or transportation needs.

Schedule Changes: Changes to the posted student schedule without the permission of the site clinical instructor and instructor of record are not allowed. The final site clinical rotation schedule must be approved by the GBC Clinical Coordinator and/or Program Director. ***Students must not discuss personal schedule desires with the clinical site directly and should not request the clinical site adjust their schedule.*** These attempts will be addressed with a Behavior Modification Plan. If attempts continue, the student will appear in front of the Admissions and Progressions committee. The committee will determine if the student intends to adhere to the aforementioned rules or if they should be dismissed. If allowed to continue and the student attempts to negotiate scheduling with the clinical site again, the student will be dismissed from the program immediately.

Shift Trading: Shift trades with other students are not allowed. Schedules are carefully developed to ensure students meet time/shift requirements and to ensure comparable student experience. Shift trading can compromise this.

Dress Code

The maintenance of good personal hygiene and clean, well-fitting clothes is necessary for effective functioning in the classroom and hands on experiences. Uniforms will be required for students participating in lab examinations and clinical. The uniform order forms will be provided at or before orientation. Students must cover the cost of their required uniforms. Two uniform patches will be provided to each student, additional patches can be purchased from the HSBH department for a small fee.

1. GBC students must wear the approved RT program uniform at all times in the clinical site and during other required activities. Shoes will be clean, white shoes. Shoes with colored decorations, canvas or open-toed shoes are not acceptable. The maintenance of good personal hygiene and clean, well-fitting uniforms is necessary for effective functioning in the clinical areas.
 - a. The following are prohibited and cannot be worn to class/lab/clinical:
 - ▶ Sweats, jogging suits or other athletic apparel
 - ▶ Revealing clothing such as low-cut tops, midriff tops, low riding pants, or see-through clothing (i.e., no visible cleavage, backsides, midriffs, etc.). Tops must be long enough to cover the wearer's midriff when arms are raised and the backside when bending over.
2. Uniform
 - a. Standard Uniform—Issued color scrubs with a GBC patch on the left sleeve. No rolling of sleeves or pant legs (above top of the shoe) will be allowed. Students are required to wear only the GBC selected brand of uniform.
 - ▶ The GBC insignia patch is to be sewn two inches below the shoulder seam of the left sleeve, centered on the seam on uniform and lab coat.
 - ▶ The name badge is a required part of the uniform. It is worn on the left side of the uniform. It is to be worn for every clinical rotation unless otherwise stated on the uniform requirements. Lanyards are not acceptable due to safety risks.
 - ▶ GBC uniforms are to be worn each day to the clinical area. GBC uniforms should not be worn in any capacity unrelated to the RT program.
 - ▶ If a clinical site has further dress code requirements, they must be followed in addition to the GBC requirements.
 - ▶ If students are required to wear surgical scrubs as part of their clinical experience, they cannot remove the scrubs from the clinical site. They must report to and leave the clinical site in their GBC uniform
 - ▶ Good personal hygiene, to include baths and deodorant, is a common courtesy in health care facilities. Clothing should not smell of smoke or other strong odors. Special care should be taken to avoid body odor and bad breath. Students who smoke should have no detectable odor of smoke on their person in clinical settings.

- b. **Hair:** Hair must be worn away from the face. If hair is longer than shoulder length, it should be tied back or put up. It must be clean and neat.
- c. **Deodorant:** Students work closely with patients. Deodorant is a requirement for these intimate interactions.
- d. **Earrings:** For safety reasons, no dangly or loop earrings or visible body piercing rings or objects are to be worn in any clinical area. One earring per ear may be worn.
- e. **Facial Hair:** Facial hair must be neatly trimmed.
- f. **Nails:** Due to the risk of harboring pathogens, artificial nails are not to be worn in the clinical areas at any time.
- g. **Perfume:** Strong smelling lotions, perfume or cologne must be avoided as some patients/ staff are sensitive to these scents
- h. **Tattoos:** This policy will be up to each clinical site's corporate policies. These may need to be covered during clinical working hours.

General Information: Cleanliness and good grooming are essential. All students are expected to have uniforms and shoes clean and in good repair. If a student does not comply with the stated dress code in this handbook, he/she will be considered unprepared and may not participate in the clinical experience. The student will be released to correct the situation will be docked for the time missed. Students dismissed from clinical for this reason may be subject to a behavioral coaching.

Complio

Complio is an online processing and documentation tracking company. GBC HSBH department utilizes Complio to complete student drug and alcohol screening, background checks and clinical/lab documentation paperwork. Students will receive a link to Complio and must register and pay the required fees to initiate their account. Complio will provide instructions on how to complete the background check and drug screen. Students will be able to upload all clinical paperwork such as immunizations, CPR cards, TB documentation, and more. Complio will evaluate these uploads and approve or deny submissions. It is up to the student to ensure all documentation required by Complio is within compliance by the due date set by the program director. Hospitals and Clinical sites will not allow students to attend on site labs or clinical until the student's Complio status is compliant. Student's failure to meet Complio compliance by the date of clinical rotation request may delay student clinical or lab start date. This may affect the student's ability to meet outcomes/hours and can result in student dismissal.

Complio fees are covered at the student's expense. Students will have to renew their Complio access one year from initial purchase to cover their second year of the program.

CPR Card

Proof of current adult, child, and infant CPR certification for the Healthcare Provider must be in the student's record prior to the student beginning clinical or hospital site lab rotations. It is the responsibility of the student to attend an **American Heart Association (AHA)** health care provider certification and produce a recent CPR card to program faculty by the stated due date. Students will be required to locate and pay for his/her own CPR course. ***It is the student's responsibility to maintain current certification throughout the RT program.*** If the CPR card is not current during clinical rotation, the student will be placed on probation until CPR is current and will not be allowed to attend clinical experience. Any time missed will be made up at the clinical facility's convenience.

Students will be financially responsible for CPR courses and maintenance. If a student renews his/ her CPR during the course of clinicals, it is the responsibility to update the card in Complio and furnish a new copy to his/her current clinical site.

Documents Required for Lab and Clinical Participation

The following are required from students prior to attending any lab or clinical rotation. Copies must be submitted in digital format and approved through Complio

1. Documentation of current health physical. Document is provided under forms in this handbook. Signing physician need to reference ability to lift. This document will be used to verify functional abilities.
 - a. If the student physical indicates the student does not meet functional abilities stated for this program, the student should immediately meet with the Program Director to discuss options.
2. Documentation of all immunizations discussed in the immunization policy: See **Immunizations**
3. Documentation of current American Heart Association (AHA) CPR certification (health care provider status).
4. Documentation of HIPAA orientation
5. Documentation of Background Check.
6. Documentation of 10 panel drug screen
7. Documentation of TITLE IX Training (when available)
8. Emergency Contact Information
9. Proof of Student Health Insurance

*All paperwork is required by the stated due date which will typically be the first week of school.

Students are responsible for:

1. Uploading documents to the Complio program and entering required dates
2. Maintaining a personal file of this information
3. Uploading all documentation to a specific clinical site's onboarding program if required, and
4. Ensuring all information is up to date and current and obtaining renewals when necessary

**The above needs to be completed at the student's expense.

Mandatory In services

Students may be required to attend trainings including mandatory blood borne pathogens, OSHA, AND HIPAA in-service sessions required by different clinical sites. This will be scheduled prior to, at the beginning of your clinical rotations, or completed online. There may be additional mandatory in service at each facility and this may be completed as the clinical site requests.

Clinical Conduct

Any violation of the following could result in a verbal or written warning, a behavioral coaching and/or immediate dismissal from the program, depending on the severity of the infraction.

1. Discriminating on the basis of race, religious creed, color, national origin, age, disability, ancestry or sex in the rendering of respiratory therapy care.
2. Performing acts beyond the scope of the practice to include performing skills without successful completed competency.
3. Assuming duties and responsibilities without adequate training.
4. Assigning or delegating functions, tasks or responsibilities to unqualified persons.
5. Failing to safeguard a patient from the incompetent, abusive or illegal practice of any person.
6. Performing clinical procedures while, with or without good cause, his/her physical, mental or emotional condition impairs the student's ability to act in a manner consistent with established or customary RT standards, or both.
7. Practicing, if any amount of alcohol or a controlled substance or dangerous drug that is not legally prescribed is present in the body of the student as determined by a test of the blood, saliva, breath or urine of the student while on duty. The student will be tested if there is suspicion of a violation of drug or alcohol policies.
8. Failing to respect and maintain a patient's right to privacy.
9. Violating a patient's confidentiality.
10. Soliciting services or borrowing money, materials or other property, from a:
 - a. Patient
 - b. Family member of a patient;
 - c. Person with significant personal ties to a patient
11. Diverting supplies, equipment or drugs for personal or unauthorized use.
12. Inaccurate recording, falsifying or otherwise knowingly altering or destroying records.

13. Leaving an assignment without properly notifying the appropriate personnel or abandoning a patient in need of care.
14. Failing to collaborate with other members of a health care team as necessary to meet the health needs of a patient.
15. Failing to observe the conditions, signs and symptoms of a patient, to record the information or to report significant changes to the appropriate persons.
16. Failing to perform respiratory therapy functions in a manner consistent with established or customary standards.
17. Causing a patient physical, mental or emotional harm by taking direct or indirect actions or failing to take appropriate actions.
18. Engaging in sexual contact with a patient or client.
19. Engaging in inappropriate public displays during clinical hours or at the clinical site.
20. Showing up at a clinical affiliation site without being scheduled or without approval from GBC faculty in regard to the program.
21. Demonstrating a continued lack of expected progress after remediation by clinical instructors and GBC faculty.

In addition to clinical misconduct, dismissal can result from misconduct in either or all of the following areas:

1. Academic misconduct — cheating, fabrication, plagiarism, interference with the work or progress of another student, violation of course rules, and academic dishonesty.
2. Personal misconduct — fabrication of documents, false accusation against other students or faculty, release of computer passwords, physical or verbal abuse, damage or theft of university or clinical site property, failure to comply with university or clinical site regulations, possession or distribution of illegal drugs, and possession of weapons against university regulation.
3. Conviction of a crime resulting in loss of existing health care licensure or in conflict with the ethical requirements, or failure to disclose such a serious conviction to the Program Director for ethical evaluation.

**Also see the GBC General Catalog for Student Conduct Policy, Code of Ethics (appendix) and Code of Conduct for Health Sciences Students (appendix)

At no time is it acceptable to be on the internet or personal electronic equipment at a clinical site. Since this is an internet enhanced program it is up to the student to maintain internet access at all times during the program. However, this should not be accessed at the clinical sites.

Safe and Unsafe Practice Policy

Safe Practice Policy

1. Safe practice in a clinical setting includes those patterns of professional behavior that follow legal and ethical codes and promote well-being of clients and self. This will be demonstrated through accountability in preparation, documentation, and continuity of care, as well as in showing respect for the rights of individuals.
2. Unsafe practice includes those behaviors which may endanger a patient, family member, staff, peer, or faculty in the physiological, psychological, spiritual, or cultural realm. Specific behaviors of endangerment may include acts of commission or omission in the clinical agency and/or behavior that causes the faculty to question the student's potential for safe practice.
3. The student whose actions or omissions endanger a patient, family, peer, staff member, or faculty will receive verbal and written documentation of the event. The student may be removed from the clinical setting.
4. Based on the severity and nature of the unsafe practice, the student may receive a failure for that clinical experience, for the course or be dismissed from the Program.
5. Documented evidence from faculty, staff, clients, families, or peers may be used in the decision process.

Unsafe Practice Policy

If a student is deemed to be unsafe by clinical faculty, the student will be excluded from clinical rotation, may not self-drop the course, will be assigned a grade of F, and will fail the course. This is applicable at any time during a semester. Behaviors that may result in immediate dismissal include, but are not limited to:

1. Performing acts beyond the scope of practice
2. Unauthorized use or distribution of equipment or drugs
3. Falsification or alteration of agency documents
4. Patient abuse, neglect, or abandonment
5. Engaging in criminal activities
6. Violation of ethical principles
7. Violation of the GBC Standards of Conduct policy

If an agency refuses to allow a student to continue in clinical rotation, the student may not self-drop, will be assigned a grade of F and will fail the course

Performance of Skills

To perform a skill in the clinical setting students must have been signed off by faculty in the practice laboratory. Students are prohibited from performing any skills in the clinical setting that they have not been signed off on as competent to perform by RT faculty in the laboratory setting.

Students must be supervised by their clinical instructor when performing a skill in a clinical setting that has not been performed outside of the Practice Laboratory. If the instructor is not available, the RT assigned to care for the patient may supervise a student with the instructor's permission.

Students are required to review facility policy/procedures prior to performing any new skill and must be prepared to answer any questions from the instructor and the RT assigned to care for the patient. Students must plan their work carefully before they begin. The student is expected to verbalize his/her plan to the instructor and/or RT assigned to care for the patient.

Students must document skills performed in clinical at the end of every clinical day as designated by the instructor. This will create a skills list.

Practice Laboratory

The purpose of the Practice Lab is to provide students with the appropriate environments and equipment to engage in safe, high quality, structured clinical experiences. The lab is designed to:

- Provide a *safe and supportive* learning environment in which students can become competent in psychomotor and clinical reasoning skills in realistic situations before those skills are applied with patients in actual clinical settings.
- Provide simulated clinical experiences with situations and patients problems not usually available in students' regular practice sites.
- Model quality and safety in clinical environments reflecting current evidence and best practices.
- Enable reflective practice free from the distractions of normal clinical environments.
- Allow participation in situations and scenarios that are dependent upon interdisciplinary collaboration.
- Provide clinical experiences structured to build confidence and development of increasing complex skills and clinical reasoning competency.

Practice laboratories are at the Reno (Renown), Winnemucca Center, and Elko Center locations. The Practice Lab is used for learning a wide range of focused clinical tasks requiring specialized procedure and/or equipment. It is considered "low" or "medium" fidelity and provides learning opportunities focused primarily on psychomotor skills. The simulators are very expensive computer operated, complex electronic equipment that must be programmed and controlled by specially trained faculty or Practice Lab personnel.

Practice Lab Policies

Each student will be asked to sign a form documenting their agreement to allow student classmates to perform procedures on them, including venous sampling and positive pressure modalities.

The policies described below apply to ALL AREAS of the Practice Lab at all times, no matter the location of the lab. An additional set of policies that apply specifically to the simulation area are included later in this document.

The following rules must be followed at all times in the Practice Lab:

Strictly Enforced:

- Only authorized persons are allowed in the Practice Lab and no students can be in the lab without an instructor.
- Children are not allowed in the laboratory under any circumstances.
- Eating and drinking are not permitted in the laboratory at any time.
- No cell phones and other electronic devices may be used the Practice Lab only for the purpose of accessing clinical resources when specific permission has been granted by the Practice Lab Coordinator and/or course faculty. All electronic devices must be muted at all times in the lab.
- All accidents, no matter how minor, **MUST** be reported to the instructor.
- No pens are to be used near the simulators.

Appropriate Use and Behavior for Students in the Practice Lab

- Hands must be washed thoroughly upon entering and before leaving the Lab.
- Students must wear rubber sole and closed-toe shoes for scheduled sessions in the Practice Lab. GBC scrubs must be worn during skills check-off and simulation in the Lab.
- Standard precautions must be practiced at all times.
- Students must come to the Practice Lab with a watch with a second hand and any other equipment necessary to practice and perform a specific skill.
- All needles and sharps must be properly disposed in SHARPS CONTAINERS (according to CDC guidelines). Students who do not dispose of needles and syringes appropriately will receive counseling and may be excluded from use of the lab.

- After a learning experience, students will not share details or activities of the practice lab experience with other students, and this will be considered a breach of the HIPAA law.

Scheduling Practice Time in the Lab

- All students who use any part of the Practice Lab during open lab time must sign in via computer when entering the lab and sign out upon leaving.
- A student is expected to arrive at the scheduled check-off time ready to demonstrate competency in specific skills. Failure to attend an assigned lab time will result in behavioral counseling and meeting with the instructor. Remediation and/or disciplinary action may also occur for repeated offenses.
- Open lab time gives the student additional opportunities to practice skills. Students are required to sign up for practice and check off specific, required skills in the Practice Lab (refer to Skills Check-off List and course schedule). In the event a student is unable to attend any scheduled session in the practice lab, the student must notify the course instructor at least two hours before the scheduled lab time.
- Being tardy for any demonstration, skills check-off or simulation can be considered a clinical absence. This might affect the student's eligibility to participate in a clinical assignment which, in turn, might affect their status in the cardio-respiratory care science program.

Skills Check Offs

- If a student does not successfully pass the initial check-off, he or she will be required to schedule time in the skills lab for additional practice prior to rescheduling the second attempt to demonstrate proficiency in performing the skill.
- Students who have failed a skill twice will receive an academic counseling form which will affect their eligibility to participate in a clinical assignment and status in the program.
- Students are expected to attend their practice lab group session prepared to have a scholarly conversation regarding the content for that session. Faculty are authorized to exclude a student from participation in clinical laboratory sessions when the student is unprepared, when the student is tardy, when performance falls below a competent level, when the Standards of Conduct policy is violated.
- When attending skills check-off the student will be graded pass/fail for each required skill. Grading will include attendance, student preparedness and participation.

Students are expected to help keep all areas of the Practice Lab neat and clean. This includes returning equipment and supplies to their proper place, maintaining bed and manikins in a professional state, etc. at the end of each lab session.

CARDIO-RESPIRATORY CARE PROGRAM SPECIFIC COSTS AND GRADUATION

Program Costs (Estimated)

The costs over the two years will vary from year to year. Fees are added to courses utilizing lab supplies. CRS courses with lab fees =

Approximate Program Related Costs (for RT program excluding prerequisites):

Textbooks & Online Access Fees	\$2500.00
Uniform and Supplies	\$300.00
Student Background Check & Drug Screening (required for clinical rotation - min	\$95.50
Lab Fees (per credit) *	\$90.00
Testing fee (NBRC Testing Center), Nevada State Board of	\$200.00
Medical Examiners licensing fee	\$300.00
Immunizations	\$300.00
FBI background check and fingerprints Physical Examination	\$51.25
Health Insurance	Individual Cost Individual Cost Individual Cost
Watch with a secondhand Travel to Clinical Facilities	\$50.00
Student AARC membership	\$345.00
Kettering Exam	\$285.00
Seminar Prep	\$200
Clinical Trac	
Respiratory therapist Multiple-Choice SAE	\$25.00
	\$1.00 each
	\$30.00-50.00
	\$0.25 each
	\$40.00

Graduation and Pinning

Approximate Costs:

Graduation Fee
 GBC Graduation Announcements
 Graduation Uniform
 Pinning Ceremony
 Announcements School Pin
(order in February)

*The following CRS courses have lab fees: CRS 100, CRS 123, CRS 124, CRS 218, CRS 219, CRS 216 for a total of 22 credits

Scholarships and Financial Aid

Financial Aid is intended to help students pay for their education after high school. Scholarship/Grant criteria varies for each program. The aid available at Great Basin College includes grants, loans, employment and scholarships, some of which are specifically designated for HSBH students. Awards are made in the fall and spring semesters. Only students who have completed the application will be considered for a scholarship. Federal Student Aid Programs become available after you complete the FAFSA application. Submit a Free Application for Federal Student Aid (FASFA) at www.fafsa.ed.gov.

Students are encouraged to contact Student Financial Services at 775-327-2095 for further information. Specific Program Costs can be found in the Program Specific section of this handbook.

Application for Graduation

The GBC graduation is the ceremony that celebrates graduation from the college. It is a cap and gown ceremony held at the following locations: Elko, Winnemucca, Reno. You **MUST** submit an application for graduation before the set deadline in order to participate and receive a degree. Please refer to the Great Basin College catalog for further information.

Graduation Requirements

Students must complete all program courses by the end of the fourth semester to be eligible for graduation. If a program course is taken out of sequence, there is no guarantee it will be taught at a time that does not conflict with other required program courses.

Students are responsible for ensuring that Admission and Records receives an official transcript for transfer courses prior to acceptance into the program. It is also each student's responsibility to know and to meet all course requirements and to maintain a 2.5 or higher GPA throughout the program.

The Office of Admission and Records uses the year of your admission to the program to determine catalog year and course requirements for graduation.

It is the student's responsibility to make certain all graduation requirements are met. Failure to complete requirements will delay your application to take the Nevada State Board of Medical Examiners license.

Caps and Gowns

Cap and gown orders are placed with the GBC Bookstore. The cost is approximately \$30.00 - \$50.00.

Pinning Ceremonies

Upon successful completion of a Great Basin College Health Sciences and Behavioral Health Program, there is a pinning ceremony. The pinning ceremonies are separate from the GBC graduation. In order to participate in the pinning ceremony, a student must have completed all program requirements. Because the pinning ceremony is a tradition, certain guidelines regarding student appearance, program format and reception activities are followed. Graduating students, with assistance from the Student Organization officers and faculty representative will collaborate in planning the pinning ceremony. Date and time will be chosen to accommodate graduating students without conflicting with the GBC graduation and other activities held on site. First year students assist with the reception held after the pinning ceremonies.

Graduate Surveys

Graduates of the AAS Cardio-Respiratory Care Science Program will be asked to complete surveys about their educational experience at GBC. Graduates will also be asked to provide information about their current employment for employer-based surveys as well as consent for employers to provide information about performance to the Commission on Accreditation for Respiratory Care (CoARC).

APPENDICES

Functional Abilities
Bloodborne Pathogen Exposure and Prevention Policy
HSBH Health Sciences Admissions and Progression Committee
Information Writing Expectations
HSBH Standards of Conduct for Students
Code of Ethics for Respiratory Therapists
Injury Report Form
HSBH Exposure to Bloodborne Pathogen
Form Student Academic Counseling Form
Student Behavior Counseling Form
Prior Conviction Statement of Understanding Form
Cardio-Respiratory Care Science Program Release
Form Emergency Contact Form
Student Health/ Physical Form Student Agreement for 2026-2027
Agreement to Participate in Practice Lab Procedures for
2026-2027 Confidentiality Agreement Consent for Video and
Photography Photo Release Form
Student Test Item Query Form

Functional Abilities (Technical Standards)

The Health Sciences and Behavioral Health Programs, specifically the Cardio-Respiratory Care Science Program, require the following functional abilities with or without reasonable accommodations:

1. Visual acuity must be adequate to assess patients and their environments, as well as implement the respiratory care plans developed from assessments. Examples of relevant activities (nonexclusive):
 - a. Detect changes in skin color or condition
 - b. Collect data from equipment and measurement devices used in patient care
 - c. Detect a fire in a patient area and initiate emergency action
 - d. Draw up the correct quantity of medication into a syringe
2. Hearing ability must be of sufficient acuity to assess patients and their environments and to implement the respiratory care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
 - a. Detect sounds related to bodily functions using a stethoscope
 - b. Detect audible signals generated by mechanical systems that monitor bodily functions
 - c. Communicate clearly in telephone conversations
 - d. Communicate effectively with patients and with other members of the healthcare team
3. Olfactory ability must be adequate to assess patient and to implement the respiratory care plans that are developed from patient assessments. Examples of relevant activities (nonexclusive):
 - a. Detect foul odors of bodily fluids or spoiled foods
 - b. Detect smoke from burning materials
 - c. Detect ketones on a client's breath
4. Tactile ability must be sufficient to assess patient and to implement the respiratory care plans that are developed from such assessments. Examples of relevant activities (nonexclusive):
 - a. Detect changes in skin temperatures
 - b. Detect unsafe temperature levels in heat-producing devices used in patient care
 - c. Detect anatomical abnormalities, such as subcutaneous edema, or infiltrated intravenous fluid
 - d. Perform techniques that require palpation for identification of superficial anatomy/pathology

5. Strength and mobility must be sufficient to perform patient care activities and emergency procedures. Examples of relevant activities (nonexclusive):
 - a. Safely transfer patients in and out of bed and assist them with ambulation using appropriate assistive devices
 - b. Safely control the fall of a patient, by slowly lowering the patient
 - c. Perform cardiopulmonary resuscitation
 - d. Move from room to room and maneuver self, patient and equipment in small areas
 - e. Turn and position patients as needed to prevent complications due to bed rest
 - f. Hang intravenous bags at the appropriate level
 - g. Accurately read the volumes in body fluid collection devices hung below bed level
6. Fine motor skills must be sufficient to perform psychomotor skills integral to patient care. Examples of relevant activities (nonexclusive):
 - a. Safely dispose of needles in sharps containers
 - b. Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
 - c. Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
7. Physical endurance sufficient to complete assigned periods of clinical practice and to function effectively under stress in acute health care situations.
8. Ability to speak, comprehend, read, and write English at a level that meets the need for accurate, clear and effective communication.
9. Emotional stability to function effectively under stress, to work as a part of a team and to respond appropriately to supervision; to adapt to changing situations, to respond appropriately to patients and families under stress, and to follow through on assigned patient care responsibilities.
10. Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.
11. Behavioral ability to follow policies and procedures, accept constructive criticism, and adhere to college and clinical site codes of conduct and abide by HIPAA regulations.
12. Other abilities sufficient to demonstrate competencies such as the ability to arrive to a clinic on a timely basis; to meet the demands for timely performance of duties; to meet the organizational requirements to perform these duties in a professional and competent manner.

Bloodborne Pathogen Exposure and Prevention Policy

The HSBH Programs have developed a Bloodborne Pathogen Exposure and Prevention Policy to be in compliance with Occupational Safety and Health Administration (OSHA) Standards. The policy is intended to provide direction to students and faculty to help prevent exposure to bloodborne pathogens and guidance should such exposure occur.

The purpose of this policy is to reduce the risk of student exposure to air and body substance pathogens such as, but not limited to, Tuberculosis, Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), and the Human Immunodeficiency Virus (HIV).

HIV Screening

The GBC HSBH programs will not undertake any program of screening faculty or students for antibody to HIV. Any student or faculty wishing to be tested will be referred to his/her private physician.

Standard Precautions

Standard Precautions is an approach to infection control that requires the application of blood and body fluid precautions for all patients and patient specimens regardless of diagnosis. Standard precautions will be the minimum standard of practice throughout courses offered in the HSBH programs at GBC where bloodborne pathogen exposure could occur.

Methods of Compliance

Students must become familiar and comply with the GBC HSBH Pathogen Exposure and Prevention Policy. Students must also become familiar and comply with the exposure plan (needle stick policy) of the clinical sites to which they are assigned.

Prevention of Bloodborne Pathogen Exposure

- Students are required to participate annually in Bloodborne Pathogen Exposure Prevention and Control Class. The student must also have satisfactorily demonstrated skill in using protective equipment and procedures before receiving a patient care assignment.
- Students must have documented immunity to hepatitis B, Measles, rubella, varicella, and diphtheria prior to going to any clinical site.
- The decision to exempt a student from clinical experience will be made on a case-by-case basis by the faculty responsible for the clinical course.
- All students must have medical insurance upon entering and throughout their enrollment in the HSBH programs. It is the student's responsibility to obtain and pay for this insurance, as well as to understand the benefits and limitations of any insurance they maintain or is maintained on their behalf.

Occurrence of Exposure or

Incident Student

A student in the GBC HSBH programs who has exposure to blood, body fluid or other potentially infectious material to non-intact skin or mucous membranes from a needle stick, sharps injury or other cause must immediately:

- Wash needle stick and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with copious amounts of water
- Irrigate eyes with clean water, saline, or sterile irrigants
- Remove soiled personal protective equipment and/or clothing as soon as possible.

After washing, flushing, and/or irrigating the exposed area, the student must immediately:

- Notify the appropriate registered nurse at the clinical facility **AND**
- Notify clinical faculty, who will then implement the process below. (If there is a witness to the incident, have them do this immediately if possible.)

Faculty

The clinical faculty will be responsible for coordinating the following procedures:

- Identify the source of the exposure.
- Obtain consent from source client, if not in chart.
- Determine who will be the health care provider for the student for counseling and treatment if needed.
- Send the student to their health care provider to obtain medical evaluation and post-exposure follow-up within 1 to 2 hours of the exposure.

- Student should bring a copy of the documents with as much completed information as possible related to the incident to their health care provider. They should also have the contact number for source information (such as employee health office) so that the health care provider may obtain results.
- Initiate the documentation needed for GBC and the clinical agency.

Note

The National HIV/AIDS Center provides a PEpline, a Clinicians' Post-Exposure Prophylaxis Hotline which offers up-to the minute advice on managing occupational exposures (needlesticks, etc.) to HIV, hepatitis and other blood borne pathogens. It is offered 24 hours a day, 7 days a week at 1- 888-488-4911.

Documentation and Follow- up Student and Faculty

- Notify the Dean of Health Sciences and Behavioral Health of the incident as quickly as possible
- Complete an incident report at the clinical facility, if required; and be aware of and follow any reporting and follow-up requirements of the clinical facility.
- Complete a GBC HSBH Exposure to Bloodborne Pathogens form.
- It is the student's responsibility to make his/her healthcare provider aware of the result of any blood panel drawn as a result of an exposure.

The National HIV/AIDS Center provides a PEpline, a Clinicians' Post-Exposure Prophylaxis Hotline which offers up-to the minute advice on managing occupational exposures (needle sticks, etc.) to HIV, hepatitis and other blood borne pathogens. It is offered 24 hours a day, 7 days a week at 1-888-488-4911.

School of Health Sciences and Behavioral Health ADMISSIONS AND PROGRESSION COMMITTEE

1. Six (7) Faculty:

- a. Two (2) teaching in the Nursing Program, one (1) teaching in the Radiology Technology Program, one (1) teaching in the EMS/Paramedic Program, one (1) teaching in the Behavioral Health Program or Social Work, one (1) teaching in the Cardio-Respiratory Care Program and one (1) at-large Health Sciences and Behavioral Health faculty member.
- b. At least one of the faculty must be tenured.
- c. Faculty members of the committee will be selected spring semester at the last departmental faculty meeting.
- d. In the event that a committee member cannot attend an Admission and Progression meeting, that member shall find a representative from within their program, if possible, to serve as proxy for that meeting. If there are no student appearances expected for the meeting, written proxy of vote(s) on the issues addressed on the agenda for that meeting is also an acceptable substitute.

2. The Administrative Assistant for the department will service as an ex-officio member of the committee without voting privileges and will coordinate staff support for the committee.

Term of Service:

1. Faculty serve a two-year term and may serve additional terms.

Functions:

1. Make recommendations to the School of Health Sciences and Behavioral Health faculty regarding policies and procedures for student admission to health science degree programs.
2. Review applications and select students for admission to departmental health science degree programs, including review of appeals for readmission.
3. Review and make decisions related to progression or reinstatement of individual students in health science degree programs.
4. Assure the collection and dissemination of formative and summative data for evaluation of admission and progression; use relevant data admission and progression decisions.

Writing Expectations for Great Basin College Health Sciences and Behavioral Health Students

Expectations for Written Assignments:

All written assignments are to be in APA 7th Edition format and submitted by *Word* document by the due date, unless otherwise specified by faculty. Writing competencies to be demonstrated by students are as follows:

- Use terminology, sentence construction, citation style, formatting, grammar, and punctuation consistent with scholarly writing.
- Write content that is purposeful, logically sequenced, organized, and, derived from evidence-based materials such as peer reviewed journals, course textbooks, best practice guidelines, outcomes management reports or other scientifically based literature.
- Reference scholarly content consistent with APA 7th Edition; refrain from using web sites intended for layman, medical consumers, marketing sites, or references less rigorously reviewed for scientific merit, unless appropriate for specific purposes such as patient education. Deviation from required APA formatting will be indicated by faculty when warranted.
- Document reflective thought, thinking, reasoning and judgment when responding to specific questions and assignments such as patient education, journaling, and peer evaluations.
- Pursue academic writing in a manner consistent with the standards of academic integrity adopted by Great Basin College. This includes scrutinizing written materials to assure that authors, sources and websites are properly cited.
- Acknowledge late assignments will not be accepted or will be penalized unless prior arrangements are made with faculty.
- If the writing requirements are not met for an assignment then points may be deducted, the assignment may need to be rewritten, or the assignment may receive a failing grade.

GBC STANDARDS OF CONDUCT FOR HEALTH SCIENCES AND BEHAVIORAL HEALTH STUDENTS

All HSBH students are held to the GBC and NSHE Student Conduct Policies as published in the GBC Catalogue.

It is expected that HSBH students will come to class, practice lab, clinical assignment and/or testing sessions in a condition conducive to competent and safe performance. Faculty are held legally and professionally accountable for taking prompt, appropriate, and decisive action if a student is unable to perform the essential functional abilities required for satisfactory completion of all aspects of the program.

Examples of physical, cognitive, behavioral problems and lack of competency which may be questioned include, but are not limited, to:

- Frequent absenteeism and/or tardiness (no documented medical reason for absence).
- Drowsiness or sleepiness.
- Smell of alcohol on the breath/body.
- Increased inability to meet schedules and deadlines.
- Slurred/incoherent speech or speech pattern different from normal speech.
- Unusually aggressive behavior.
- Unexplained change in mood.
- Change in appearance.
- Lack of manual dexterity.
- Lack of or decreased coordination in body movement.
- Inappropriate responses to stimuli.
- Unexplained work-related accident or injury.
- Inattentiveness to work.

Students who arrive to class, practice lab, clinical assignment and/or testing sessions who are considered by their instructor to be unable to safely or effectively carry out required program related activities may be subject to:

1. having their work performance and behavior witnessed and documented
2. questioning in private as to the nature of the problem
3. meeting with the Dean
4. referral to the appropriate GBC administrative staff member
5. receiving a failing grade and dismissal from the program.
6. possible ineligible for readmission.

Code of Ethics for Respiratory Therapists

AARC Statement of Ethics and Professional Conduct

In the conduct of professional activities, the Respiratory Therapist shall be found 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 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. Disregard for the effects of one's actions on others, bullying, harassment, intimidation, manipulation, threats, or violence are always unacceptable behaviors. It is the position of the American Association for Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

Reference: American Association for Respiratory Care (2021). AARC Statement of Ethics and Professional Conduct. AARC.
<https://www.aarc.org/wp-content/uploads/documents/aarc-statement-of-ethics-and-professional-conduct.pdf>

**GREAT BASIN COLLEGE
HEALTH SCIENCES AND BEHAVIORAL HEALTH
PROGRAMS INJURY REPORT**

Name of Person(s) Injured: _____

Person Completing this Form (if different from above): _____

Date & Time of Incident/Accident: _____

Exact location of the Incident/Accident: _____

Description of the injury _____

Were there witnesses to this accident? If yes, list below: _____

Describe the circumstances in which the incident/accident occurred: _____

Describe follow-up care: _____

Was person injured referred for follow-up care? If yes, which facility? _____

Any further comments: _____

Signature of Injured/Person Completing Form

Signature of Dean

NOTE: Emergency first aid treatment may be given by the clinical faculty. However, neither the affiliated clinical agencies nor the college assumes the cost of the treatment and students should report to their own physician for care as needed.

**GREAT BASIN COLLEGE
SCHOOL OF HEALTH SCIENCES AND BEHAVIORAL HEALTH
EXPOSURE TO BLOODBORNE PATHOGEN FORM**

Complete the following form and return it to the Dean of Health Sciences and Behavioral Health.

Student Name: _____ Faculty Name: _____

Exposed Individual's Name: _____ Date of Birth: _____

Address: _____

Telephone number Home: _____ Cell: _____

Source of exposure (state name of person if applicable): _____

Date of occurrence: _____ Time occurred: _____ Time reported: _____

Name and title of person initially notified: _____

Location of occurrence: _____

Check the following that apply to the occurrence:

____ percutaneous exposure (break in the skin that causes bleeding)

____ Mucous membrane contact (eyes, mouth, nose)

____ chapped skin, abraded skin, dermatitis

____ exposure to chemical

____ other, explain: _____

Were bloodborne pathogens (blood, saliva, body fluids, contaminated solutions, etc...) involved?

(circle 1)

Yes

No

Explain: _____

Describe the incident precisely: _____

What did you do after being exposed? _____

How do you feel this incident can be prevented in the future? _____

Signature of person
making report: _____ Date: _____

Signature of
faculty if applicable: _____ Date: _____

Dean of Health Sciences
& Behavioral Health _____ Date: _____

GREAT BASIN COLLEGE
Health Sciences and Behavioral Health Student
Academic Performance Counseling Form

Student Name:	Click or tap here to enter text.
Course:	Click or tap here to enter text.
Meeting Location / Method:	Click or tap here to enter text.

Student Learning Outcome (SLO):

Problem as related to SLO:

Plan for Completion:

Time Frame for Completion:

Student Response: Click or tap here to enter text.

The following signatures acknowledge meeting details as described above. This meeting is being held for the student's benefit and does not represent a disciplinary action.

Instructor Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

A copy of this form will be given to the student and a copy will be placed in the student file.

ADDENDUM STUDENT Academic Performance Counseling REPORT

Student Name:	Click or tap here to enter text.
Dated:	Click or tap here to enter text.
For Course:	Click or tap here to enter text.

This Addendum Date:	Click or tap here to enter text.
Follow-Up / Evaluation:	Click or tap here to enter text.

The following signatures acknowledge meeting details as described above. This meeting is being held for the student's benefit and does not represent a disciplinary action.

Instructor Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

A copy of this form will be given to the student and a copy will be placed in the student file.

GREAT BASIN COLLEGE
Health Sciences and Behavioral
Health Student Behavioral
Counseling Form

Student Name:	Click or tap here to enter text.
Course:	Click or tap here to enter text.
Meeting Location / Method:	Click or tap here to enter text.

Observed Behavior:

Student Response: Click or tap here to enter text.

Plan for Behavior Modification:

Follow up:

Time Frames for Plan: Immediately

Student Response: Click or tap here to enter text.

The following signatures acknowledge meeting details as described above. This meeting is being held for the student's benefit and does not represent a disciplinary action.

Instructor Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

A copy of this form will be given to the student and a copy will be placed in the student file.

ADDENDUM STUDENT COUNSELING REPORT

Student Name:	Click or tap here to enter text.
Dated:	Click or tap here to enter text.
For Course:	Click or tap here to enter text.

This Addendum Date:	Click or tap here to enter text.
Follow-Up / Evaluation:	Click or tap here to enter text.

The following signatures acknowledge meeting details as described above. This meeting is being held for the student's benefit and does not represent a disciplinary action.

Instructor Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

A copy of this form will be given to the student and a copy will be placed in the student file.

**GREAT BASIN COLLEGE
CARDIO-RESPIRATORY CARE PROGRAM CERTIFICATION AS A RESPIRATORY
THERAPIST STATEMENT OF UNDERSTANDING**

I, _____, understand that graduation from the GBC Cardio- Respiratory Care program does not guarantee certification as a Respiratory Therapist. Certification is granted by the National Board for Respiratory Care (NBRC) and they have the final determination of eligibility or ineligibility to take the NBRC examinations for respiratory therapists.

Student Signature

Date

**GREAT BASIN COLLEGE
CARDIO-RESPIRATORY CARE PROGRAM PRIOR CONVICTION STATEMENT OF
UNDERSTANDING**

I, _____, understand that prior felony or misdemeanor conviction(s) may affect my eligibility status and that it is my responsibility to request and submit a pre-application screening by the NBRC regarding prior felony or misdemeanor conviction(s).

Student Signature

Date

**GREAT BASIN COLLEGE
CARDIO-RESPIRATORY CARE SCIENCE
PROGRAM RELEASE FORM**

I, _____, give the Cardio-Respiratory Care program permission to
do the (Please print name) following:

- Release my training information (OSHA, HIPAA, Blood Borne Pathogens), immunization information, CPR, and insurance verification to the clinical education facilities as mandated by the facility contract.
- Release my name and social security number to the clinical education site when needed for clinical site security access.
- Post clinical schedules in the clinical site which will include my name, initials, and clinical hour.
- Include my name with other students on clinical education site schedules which will be released to other RT program students, program clinical sites, and program faculty.
- Include my name and contact information for class information contacts.

Student Signature

Date

**CARDIO-RESPIRATORY CARE PROGRAM
STUDENT EMERGENCY CONTACT
INFORMATION**

Primary Contact:

Name:

Relationship:

Contact

Phone

Number:

Address:

Alternative Contact:

Name:

Relationship:

Contact

Phone

Number:

Address:

To Be Completed by Student:

NAME _____

DOB _____

ADDRESS _____ CITY _____

STATE _____

ZIP _____

If you answer 'yes' to any of the following, please give an explanation.

DO YOU NOW OR HAVE YOU EVER HAD:	NO	YES	EXPLANATION
Alcoholism or drug dependency			
Allergies			
Back disorder			
Chronic headaches or migraines			
Communicable disease			
Diabetes mellitus			
Heart disease			
Hepatitis			
Hernia			
Hypertension or hypotension			
Psychiatric illness or mental health issues			
Seizure disorder			
Skin disease			
Smoking habit			
Tuberculosis or positive skin test			

I consider my general health status to be: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

STUDENT'S SIGNATURE: _____

To be completed by Physician:

If you answer 'yes' to any of the following, please give an explanation.

Does this patient now have or ever had the following?	NO	YES	Explanation
Alcoholism or drug dependency			

Allergies			
Back disorder			
Chronic headaches or migraines			
Communicable disease			
Diabetes mellitus			
Heart disease			
Hepatitis			
Hernia			
Hypertension or hypotension			
Psychiatric illness or mental health issues			
Seizure disorder			
Skin disease			
Smoking habit			
Tuberculosis or positive skin test			

The following requirements must be validated:

Note to physician:

By completing this physical you are **not validating the student's skill** in completing these procedures. Your answers will describe the student's physical ability to accomplish these tasks.

Is able to:	NO	YES	Explanation
Assess clients through auscultation, percussion, palpation, and other diagnostic maneuvers			
Manipulate equipment necessary to assist the individual, family and/or group to desired outcomes.			
Lift and move individuals to provide safe care and emergency treatment. (50 pounds minimum)			
Perform cardiopulmonary resuscitation			
Perform independently of others			
Possess cognitive abilities to measure, calculate dosages, reason, analyze and synthesize.			

Comments:

PHYSICIAN'S SIGNATURE: _____ **DATE**

GREAT BASIN COLLEGE

**HEALTH SCIENCES AND BEHAVIORAL HEALTH
CARDIO-RESPIRATORY CARE SCIENCE PROGRAM
STUDENT AGREEMENT FOR THE 2026-2027
ACADEMIC YEAR**

_____ I have read, understand and agree to abide by the policies and guidelines stated
(initial) in the Great Basin College Cardio-Respiratory Care Science Program 2026-2027 Student Handbook.

_____ I understand that as a condition of enrollment in a program offered through the Great Basin
(initial) College School of Health Sciences and Behavioral Health, I agree that a clinical facility/agency may, at any time, require a "for cause" drug and/or alcohol screen. I agree to execute a consent for release of the results of the drug and/or alcohol screening information to the clinical facility/agency should they request such information.

_____ I authorize the School of Health Science and Behavioral Health to release my immunization, CPR,
(initial) background and drug screening reports to the clinical education facilities as mandated by the affiliation contract.

_____ I understand and acknowledge that once admitted to one of programs offered by the Great
(initial) Basin College School of Health Sciences and Behavioral Health, failure to maintain the professional and/or ethical standards of the program may result in dismissal from the program. I also understand that the School of Health Sciences and Behavioral Health Admission and Progression committee may at any time request information from the Administrative Officer of Great Basin College to determine whether I have ever violated NSHE (Nevada System of Higher Education) Code.

_____ I understand and acknowledge that no resources or information from any Health
(initial) Science and Behavioral Health course can be shared outside the classroom or lab.

My emergency contact person(s) are listed below. I understand that this individual or individuals are responsible for ensuring that I am transported home in the event one of my faculty or the School of Health Sciences and Behavioral Health Dean determines that I am not able to continue being present in the classroom, lab, or clinical setting.

Name	Phone #	Relationship
Name	Phone #	Relationship
Printed Name	Student Signature	Date
Witness: (Faculty / Dean)		Date

***Complete this copy of the Agreement and return to the GBC
School of Health Sciences and Behavioral Health.***

**GREAT BASIN COLLEGE
SCHOOL OF HEALTH SCIENCES AND BEHAVIORAL HEALTH
Agreement to Participate in Practice Lab
Procedures For the 2026-2027 Academic Year**

During my enrollment in one of the programs offered by the GBC School of Health Sciences and Behavioral Health and under the direct supervision of a faculty member, I agree to allow a student classmate to perform the following procedures on my person:

1. Venous sampling (***For Nursing and Respiratory Therapy Programs Only***)
2. Positive Pressure and Aerosolizing Respiratory Therapy Modalities (***Respiratory Therapy Program Only***)

I agree to hold harmless and waive the liability of the student and/or students performing the procedure(s), the supervising instructor and Great Basin College for any injuries incurred as a result of my agreeing to have these procedures performed on my person. _(initial)

I do not agree to allow students to perform (procedure #)_____on me._____(initial)

Printed Name	Student Signature	Date
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Witness: (Faculty / Dean)	Date
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***Complete this copy of the Agreement and return to the
GBC School of Health Sciences and Behavioral Health.***

PHOTO RELEASE FORM
Great Basin College 1500 College
Parkway Elko, NV 89801

I _____ give Great Basin College permission to publish my photograph[s] on its website or printed materials for the purpose of promoting and illustrating activities at Great Basin College. I understand that photographs of me will be used for educational, promotional, and recruitment purposes. My name will not be published or otherwise released to the public without my express permission in writing.

This release is to discharge any and all claims and demands arising out of or in connection with the above- stated use of the photograph[s], including any and all claims for libel and invasion of privacy. I hereby grant Great Basin College the ownership and use of said photograph[s].

Signature

Date

Printed Name

Witness

Date

GREAT BASIN COLLEGE
CARDIO-RESPIRATORY CARE
SCIENCE PROGRAM

Student Test Item Query Form

Student Name:
Class:
I am protesting the test item:
Rationale: (Explain why you believe the test item is incorrect)
Reference Source: (Cite three published resources, including the page number, to validate your protest.) 1. 2. 3.