

## **APPENDIX F – Report of Current Status**

Insert a print out of the most recently submitted Report of Current Status (annual report) here.

**2007 Report of Current Status for an Education Program  
in  
Respiratory Therapy  
at  
Skyline College  
CoA Program Reference:200147**

## Sponsoring Institution and Personnel

### Sponsoring Institution

Skyline College  
3300 College Dr  
San Bruno, CA 94066 Phone: (650) 738-4100  
Institution Type: Junior or Community College

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## **Affiliates**

California Pacific Medical Center - Clinical Affiliate - San Francisco, CA  
St. Luke's Hospital - Clinical Affiliate - San Francisco, CA  
San Francisco General Hospital - Clinical Affiliate - San Francisco, CA  
Veteran Affairs San Francisco - Clinical Affiliate - San Francisco, CA  
St. Francis Hospital - Clinical Affiliate - San Francisco, CA  
University of California San Francisco - Clinical Affiliate - San Francisco, CA  
Kaiser Permanente San Francisco - Clinical Affiliate - San Francisco, CA  
Seton Hospital - Clinical Affiliate - Daly City, CA  
Mills-Peninsula Health Services - Clinical Affiliate - Burlingame, CA  
San Mateo General Hospital - Clinical Affiliate - San Francisco, CA

## **Satellites**

## Examination Results

Evaluation System: NBRC CRT Credentialing  
Cut Score: 75  
Analysis: The program's attempt and success rates for the NBRC entry level CRT exam continues to remain well above the CoARC threshold levels.  
Action: No action is required at this time.

Evaluation System: NBRC RRT Credentialing  
Cut Score: 70  
Analysis: The program success rates continue to maintain above NBRC RRT Credentialing Threshold. The program has continued to work with employers to encourage their graduate employees in attempting and passing both the written and clinical simulation RRT components for credentialing.  
Action: Program faculty continue to work with employers and speak directly with graduates to emphasize importance of completing credential requirements. Full suites of clinical simulation and written RRT software will be purchased and integrated into curriculum (Spring 2009) to increase student confidence and improve attempt and pass rates for RRT credentialing.

Evaluation System: Comp Written RRT SAE  
Cut Score: 55  
Analysis:  
Action:

## Surveys - Cognitive Domain

Evaluation System: Employer Surveys - Cognitive  
Cut Score: 3 or greater on a 5-point Likert scale  
Analysis: Knowledge base and competence rated at 3 or above indicating satisfaction by employers.  
Action: No action required at this time. Continue to monitor.

Evaluation System: Graduate Survey - Cognitive  
Cut Score: 3 or greater on a 5-point Likert scale  
Analysis: Graduates rated this domain at 3 or above indicating satisfaction with their level of knowledge and application, and evaluation skills.  
Action: No action at this time.

## Surveys - Psychomotor Domain

Evaluation System: Employer Surveys - Psychomotor  
Cut Score: 3 or greater on a 5-point Likert scale  
Analysis: Employers rate this domain at 3 or above indicating that clinical and internship experiences continue to meet outcome goals.  
Action: No action plan at this time. Continue to monitor.

Evaluation System: Graduate Survey - Psychomotor  
Cut Score: 3 or greater on a 5-point Likert scale

**Analysis:** Graduate ratings continue to be 3 or higher for this domain and clinical and internship experiences continue to meet student needs for success. Students continue to comment regarding insufficient lab space.

**Action:** No action at this time. A new lab is currently under construction and will be completed in Spring 2009.

### **Surveys - Affective Domain**

**Evaluation System:** Employer Surveys - Affective

**Cut Score:** 3 or greater on a 5-point Likert scale

**Analysis:** All graduates received ratings greater than 3 indicating employers are satisfied with personal behaviors of the graduates.

**Action:** No action at this time. Continue to monitor.

**Evaluation System:** Graduate Survey - Affective

**Cut Score:** 3 or greater on a 5-point Likert scale

**Analysis:** All graduates identified ratings greater than 3.

**Action:** No action at this time.

### **Attrition / Retention**

**Evaluation System:** Attrition / Retention

**Analysis:** The attrition rate continues to be below the CoARC threshold. This is due to larger applicant pool and students preparing earlier to enter the program (i.e. completing general education before entering).

**Action:** Continue efforts of program visibility and maintaining a large applicant pool from which to draw students.

### **Positive Placement**

**Evaluation System:** Positive Placement

**Analysis:** All graduates wishing to work locally continue to easily find employment.

**Action:** No action necessary at this time. The program continues to conduct a bay area human resource survey to identify and meet workforce needs.

## Current Program Statistics

CoA Reference: 200147

Program Enrollment and Attrition Table with Current and Past Five Years' Data (if available):

Enrollment Year	Enrollment Date	Graduation Date	Estimated Number of Applicants	Maximum Number of Students	Number Initially Enrolled	Number Enrolled After Class Start	Total Enrollment Number	'In Progress' To-Date	Non-Academic Attrition	General Education Courses Attrition	Professional Courses Attrition	Attrition	Percent Attrition	# Grads to Date
2007	8/16/2007	6/19/2009	85	25	25	0	25	21	2	0	2	4	16.0 %	0
2006	8/21/2006	6/27/2008	80	24	24	1	25	23	0	0	2	2	8.0 %	0
2005	8/17/2005	6/22/2007	95	29	29	0	29	0	2	0	2	4	13.8 %	25
2004	8/19/2004	6/23/2006	65	26	26	0	26	0	4	0	0	4	15.4 %	22
2003	8/20/2003	6/17/2005	40	25	25	0	25	0	1	0	4	5	20.0 %	20
2002	8/22/2002	6/18/2004	15	25	10	0	10	0	2	0	1	3	30.0 %	7

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## Graduates by Enrollment Cohort

Enrollment Year	Enrollment Date	On-time Graduation Date	Graduated in (year)							# Graduates to Date		
			2007	2006	2005	2004	2003	2002	2001		2000	
2007	8/16/2007	6/19/2009										0
2006	8/21/2006	6/27/2008										0
2005	8/17/2005	6/22/2007	25									25
2004	8/19/2004	6/23/2006	1	21								22
2003	8/20/2003	6/17/2005			20							20
2002	8/22/2002	6/18/2004			1	6						7
Total Graduates by Year =			26	21	21	6	0	0	0	0	0	74

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## Outcomes Summary

	Graduation Year. Class of...								Threshold	3 yr Total 2006 to 2004	5 yr Total 2006 to 2002
	2007	2006	2005	2004	2003	2002	2001	2000			
Graduates	26	21	21	6	0	0	0	0		48	48
Outcomes Assessments										3 yr Avg 2006 to 2004	5 yr Avg 2006 to 2002
Attrition	13.8 %	15.4 %	20.0 %	30.0 %	0.0 %	0.0 %	0.0 %	0.0 %	30%	19.7 %	19.7 %
Retention	86.2 %	84.6 %	80.0 %	70.0 %	0.0 %	0.0 %	0.0 %	0.0 %		80.3 %	80.3 %
Positive Placement	100.0 %	90.5 %	90.5 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	70 %	91.7 %	91.7 %
NBRC CRT Credentialing % grads Success	100.0 %	90.5 %	90.5 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	80 %	91.7 %	91.7 %
NBRC RRT Credentialing % grads Success	42.3 %	57.1 %	57.1 %	83.3 %	0.0 %	0.0 %	0.0 %	0.0 %	50 %	60.4 %	60.4 %
Comp Written RRT SAE % grads Success	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	80 %		
Employer Survey - % returned	76.9 %	78.9 %	0.0 %	0.0 %	0 %	0 %	0 %	0 %	50 %	34.1 %	34.1 %
Employer Survey - Cognitive - Success	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		
Employer Survey - Psychomotor - Success	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		
Employer Survey - Affective - Success	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		
Graduate Survey - % returned	53.8 %	66.7 %	0.0 %	0.0 %	0 %	0 %	0 %	0 %	50 %	29.2 %	29.2 %
Graduate Survey - Cognitive - Success	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		
Graduate Survey - Psychomotor - Success	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		
Graduate Survey - Affective - Success	100.0 %	100.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	100.0 %		

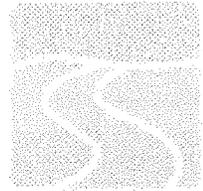
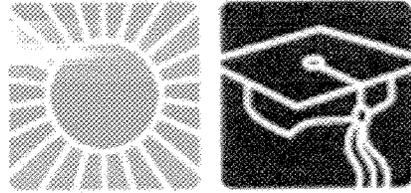
	Enrollment Year								Threshold	3 yr Total 2006 to 2004	5 yr Total 2006 to 2002
	2007	2006	2005	2004	2003	2002	2001	2000			
Enrollment	25	25	29	26	25	10	0	0		80	115

## **APPENDIX G – College Catalogue and Documents**

Insert copy of the most recent college catalogue and any other documents related to Standard V.A.2. here.

## **APPENDIX H – Additional College Materials**

Insert additional materials related to Standard V.A.3. here.



**Skyline**  
**COLLEGE**

**RESPIRATORY  
THERAPY PROGRAM**

STUDENT HANDBOOK

**PROGRAM FACULTY**

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**Dear Student:**

Welcome to the World of Respiratory Care!

Breathing! Taken for granted by most, but for those in distress nothing else matters. The baby born prematurely, it's tiny air sacs unable to remain open; the adolescent with cystic fibrosis whose health depends on respiratory care; the elderly patient with emphysema receiving oxygen continuously; and the cardiac arrest patient speeding to the emergency room. All of these people depend on the skill of the Respiratory Care Practitioner.

The world of respiratory care is stimulating and challenging. It is filled with constant change and responsibility. It is a world filled with laughter and tears, anger and frustration, but most of all a world of caring and helping those in need.

This handbook will explain the philosophies and policies we utilize in the Respiratory Care Program. Most of all it informs you what we expect of students, and you can expect of us.

We are aware of the changing world we live in and always open to the needs of the student. We do expect though, that our policies be accepted and supported. We expect future policy changes to take place and we welcome your input. This handbook is meant to supplement the Skyline College Student Guide Handbook, It is important that the student Familiarize him/herself with general school policies.

Your time in the program will be what you make it. Your attitude will greatly effect what happens to you during the next two years. No other work is as important to mankind as caring for the sick. Make the most of the opportunity. The time and energy you expend should be exciting, informative and rewarding. It should be a time of learning, giving, helping the sick and maturing.

We have nothing to sell, no profits to accumulate and no dividends to distribute, except the sharing of knowledge, experience and direction.

WELCOME,

Raymond Hernandez, MPH, RRT  
Director, Respiratory Therapy Program

## **Mental and Physical Qualifications**

### **For Skyline College Respiratory Therapy Students**

The mission of the Skyline College Respiratory Therapy Program is to train competent entry level Respiratory Care Practitioners capable of providing care for the general patient population in the current health care settings. The purpose of this document is to state physical and mental qualifications to ensure successful completion of the Respiratory Therapy Program. If the student is not capable of demonstrating the following skills and abilities, it is the responsibility of the student to request appropriate accommodation. In consultation with the disabled students coordinator, reasonable modifications and/or accommodations will be made for the student with a documented disability.

The following statements identify the physical capabilities appropriate to the profession of Respiratory Therapy.

- A. The prospective Respiratory Therapy Student must possess appropriate strength, motor coordination and manual dexterity to be able to:
  - Stand and walk for up to 90% of work time
  - Bend and kneel to competently perform CPR
  - Climb stairs when necessary
  - Lift up to 45 pounds and carry up to 25 pounds
  - Push and pull heavy objects on wheels such as compressed gas cylinders and ventilators
  - Use of hands and fingers 100% of the time for such duties as percussion and auscultation of patients, assembling and disassembling equipment, and manipulating controls on machines
  - Document communication in charts, reports and other forms of correspondence through the use of legible handwriting
- B. The student must be able to communicate verbally in an effective manner to explain procedures and direct patients during these procedures
- C. The student must be able to hear, understand, and react quickly to verbal instructions, patient's needs and requests of others. The students must be able to hear alarms on equipment and monitors.
- D. The student must have near vision acuity to read charts, observe patients, dispense medications, read machine controls, and patient monitors. The ability to read LED's is needed, as is the ability to see in dim light.
- E. At the end of the training program, the Respiratory Therapy Graduate must be capable of:
  - Maintaining effective performance in stressful situations related to equipment and patient problems. The graduate must be able to respond appropriately to situations requiring emergency care of the patient
  - Providing physical and emotional support to the patient during procedures
  - Working closely with members of the health care team

## **CURRICULUM**

The program consists of classroom lecture, laboratory and clinical course work. The core classes in the program must be completed in sequence. Students must complete the program with an Associate of Science degree. It is the student's responsibility to insure that he/she has completed all the requirements for graduation. Students with foreign course work and/or waivers must meet with the program director to clarify their curriculum. The expected curriculum follows. Permission of the program director is needed to deviate from the R.T. core curriculum.

The curriculum is competency based. Competencies, abilities and skills that students must acquire and demonstrate are clearly stated as behavioral objectives. The end result of this system is that each student must possess specified competencies and applied theory before receiving credit for a particular course. The student is also fully aware of expectations and is provided a guideline for study.

## **TEXTS AND SUPPLIES**

Texts may be purchased in the college bookstore. Some may be used in classes throughout the program. The textbooks in this program form the foundation for your future library of health related books. Consider each purchase a good investment. Expect to spend between \$100 and \$200 per semester. You will also need to purchase lab supplies in semester #2 semesters that may cost approximately \$50.

Extra supplies you will need to purchase prior to hospital rotations are:

White lab coat (3/4 length and long sleeve)	Stethoscope
Name badge	Watch with second timer

In addition the student will find the following helpful: a calculator, pocket penlight and pocket notebook.

## **MALPRACTICE INSURANCE**

All students of the SMCCCD health career programs must carry student malpractice insurance. This is to protect you from any personal litigation. Malpractice insurance will be included in the registration fee of applicable courses; hence **registration will always be required prior to starting any clinical.**

# SKYLINE COLLEGE

## RESPIRATORY THERAPY PROGRAM

### REQUIRED CURRICULUM

The following core courses will be required of all students to receive the Associate of Science in Respiratory Therapy. Classes must be taken in sequence. A passing grade (C) will be required in all classes prior to advancing in the program. To obtain the Associates Degree, please consult the Skyline College Catalog or your counselor.

Prerequisite courses in Algebra, Chemistry and Human Anatomy (12 units)

#### 1st Year - Fall Semester:

Bio 260	Human Physiology	5 units
Rpth 400	Patient and Health Care Concerns	2 units
Rpth 410	Introduction to Patient Care and Respiratory Assessment	3 units
Rpth 420	Application of Cardiopulmonary Anatomy and Physiology	3 units
Rpth 484	Medical Terminology for Respiratory Therapy	2 units

#### 1st Year - Spring Semester

Bio 240	Microbiology	4 units
Rpth 430	Introduction to Respiratory Therapeutics	6 units
Rpth 445	Respiratory Diseases I	2 units
Rpth 438	Clinical Clerkship I	1 unit (64 hours)

#### Summer Session

Rpth 448	Clinical Clerkship II	2 units (128 hours)
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#### 2nd Year - Fall Semester

Rpth 450	Respiratory Diseases II	3 units
Rpth 460	Respiratory Critical Care	4 units
Rpth 458	Clinical Clerkship III	6 units (320 hours and 16 hours lecture)
Rpth 490	Neonatal, Pediatric, and Rehabilitative Resp. Care	1.5 units

#### 2nd Year - Spring Semester

Rpth 475	Hemodynamic Monitoring and Sel. Topics in Resp. Care	2 units
Rpth 480	Diagnostic Testing and Outpatient Respiratory Care	2 units
Rpth 485	Clinical Medicine Seminars	2 units
Rpth 488	Clinical Clerkship IV	6 units (384 hours)
Rpth 495	Examination Review & Preparation	2 units
Rpth 690	Special projects in Respiratory Care	2 units

Total major units = 72.5 units

Plus necessary courses to obtain the Associate of Science degree

## PROFESSIONAL ORGANIZATIONS

Professions and their members are represented by organizations that work for the benefit of the profession. Respiratory Care is no exception. Professional organizations exist at the national and state level. The organizations are affiliated and have chapters in each locality.

The organizations main goals are to promote the profession both from within and outside, to provide educational and professional conferences, disseminate information through scientific and professional journals and promote within government the interests of respiratory care professionals.

All students in the program will receive complementary membership and become student members of these organizations. The mailing addresses for these organizations are:

American Association for Respiratory Care (AARC)  
11030 Ables Lane  
Dallas Texas 75229  
[www.aarc.org](http://www.aarc.org)

California Society for Respiratory Care (CSRC)  
1961 Main Street - Suite #246  
Watsonville, CA 95076  
(888) 730-CSRC (2772) Toll Free  
(831) 763-CSRC (2772) Local  
(831) 763-2814 (fax)  
[www.csrc.org](http://www.csrc.org)

Students are also encouraged to request the following free publications.

Advance for Respiratory Care Practitioners  
<http://www.advanceforrcp.com/>

RT Magazine  
<http://www.rtmagazine.com/>

## EXAMINATIONS AND CERTIFICATION

The credentialing system for respiratory care practitioners can be confusing. There are two bodies, which credential. The State of California and a peer organization The National Board for Respiratory Care. The state credential is a Certified Respiratory Care Practitioner (RCP) and the national credential is a Certified Respiratory Therapist (CRT). These are equivalent credentials. They are in fact the same test. When you attain the state license you will also acquire the national credential. The national organization also has a higher-level credential which graduates of Skyline College are eligible to take. This credential is the Registered Respiratory Therapist (RRT). The national organization also credentials in pulmonary function testing and Neonatal/Pediatric Specialist.

Examinations are applied for during the last semester in the program. Only those graduates passing the certification examination are eligible to work in the State of California. All tests are computer based taken at selected secure sites.

Addresses for the two credentialing organizations are:

**California Licensing Board**  
**Respiratory Care Board (RCB)**  
 1426 Howe Avenue Suite  
 Suite 48  
 Sacramento CA. 95825  
 916-263-2626  
[www.rcb.ca.gov/](http://www.rcb.ca.gov/)

**Credentialing Board**  
**National Board for Respiratory Care (NBRC)**  
 8310 Nieman Road  
 Lenexa, Kansas 66214  
 913-599-4200  
[www.nbrc.org](http://www.nbrc.org)

## CLASSROOM AND LABORATORY

### STANDARDS OF BEHAVIOR

Each student shall receive a copy of the Skyline College Student Guide Handbook. This handbook outlines the services available on campus and the general rules and regulations all students are to follow. It is expected that the respiratory therapy student acquaint him/herself with this guide. Below is information more specific to the respiratory therapy student.

Students who fail to comply with the College or Program's standards of behavior will enter disciplinary action as stated on disciplinary action form.

### COUNSELING

The Skyline counseling department is available for academic or personal guidance. This department should be used for all class registration, questions on academic requirements and personal guidance. The school also employs a professional psychologist. Students in demanding programs sometimes need professional help with stress. Do not hesitate to contact your counselor early. Do not hesitate to talk to the program director or other faculty.

The counselor assigned to respiratory therapy is:

Don Biederman  
Biederman@smccd.edu  
650-738-4295

### FINANCIAL AID

Due to the academic rigors of the respiratory therapy program, working may be difficult. The college does recognize that many students may have financial obligations necessitating work. If you have troubles with finances please contact the program director. If you think you qualify for financial aid, **please see the Financial Aids Office**. Scholarships also exist for respiratory therapy students. A partial list is:

Mills/Peninsula Hospital Auxiliary  
Breathe California – Bay Area  
California Society for Respiratory Care  
Kaiser Scholarship Foundation and Loan Program

Please contact the program director for more information regarding scholarships.

## **ATTENDANCE**

The classroom attendance guidelines are stated in the Student Guide Handbook. By missing class you are missing information that may someday be vital to a patient. Suffice it to say, attendance is important! If you do plan on missing a number of days, please contact your instructor.

## **ACADEMIC REQUIREMENTS**

Grades are not always a full reflection of the quality of respiratory therapist you will be. They do help program faculty determine which students have retained information necessary to practice safely, hence we require a minimum grade of "C" or "CR" in all classes to remain in the program. Should this requirement not be met, the student will be immediately withdrawn from the program.

**Options to re-enter the program for students unable to attain "C" grades will be at the discretion of the program director.** The Programs Director's decision regarding a student reentering the program will be based on the following:

1. The student's academic standing, attendance, attitude and behaviors during their involvement with the program.
2. The reason for the student leaving the program. Was the student deficient in a classroom or clinical course?
3. Resolution or potential for resolution of the reason for leaving the program.
4. The faculty and clinical instructor's judgment on the student's potential to successfully complete the classroom and clinical phase of the training.
5. The availability of space and resources in the program.

Generally, students will receive one opportunity to be readmitted to the program upon failure of a required RT course. If the same RT course is failed twice, the student will not be eligible to re-enter the RT Program. If, after one failure a student fails a second course he or she will not be eligible to re-enroll in that course or reenter the RT program.

## STANDARDS OF CLINICAL BEHAVIOR

### INTRODUCTION

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

The hospital provides the key factor - - - - THE PATIENT

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

- patient communication and therapeutic relationships
- health care team communication
- respiratory therapy practices and procedures
- hospital organization and procedures
- professional attitudes and behavior
- organization
- safe practice

Learning is again competency based. The objective does not specify what the student should be doing during clinical instruction. It doesn't tell him/her how to learn something. It simply describes the result of that learning. To reach that result the student must practice. We will provide the student with educationally supervised practice. Many procedures cannot be scheduled ahead of time. The student is responsible to seek out and investigate these procedures on his own. The student and instructor both are responsible for evaluation.

The hospital is a learning environment. Your personal gains depend on your actions, reactions, ambitions, assertiveness, willingness to help and learn, as well as the knowledge base you bring from the campus based classes and laboratories.

At all times you must remember you are a guest of the clinical facility and should, therefore, conduct yourself accordingly. You are a representative of the Skyline College Respiratory Therapy Program at all times. People will judge you and other students by your actions. Clinical rotations are the beginning of your professional life.

### CONDUCT

You represent the respiratory care profession and the college. Please follow the guidelines of the clinical facility. Each facility is governed by a set of policies and procedures. These are always kept current and accessible to students. If any question arises as to matters related to policy or procedure, please refer to these manuals.

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

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

## **CLINICAL CLERKSHIP ASSIGNMENTS**

The clinical coordinator in consultation with the clinical sites develops the student's clinical schedules. Every effort is made not to overly inconvenience the students, but keep in mind with a large class it may be difficult. Clinical sites are in both San Francisco and San Mateo Counties. Hours are day or evening shift and may consist of an 8 or 12 hour period dependant on the clinical site offerings. A student may be expected to arrive as early as 6:00am or complete a rotation shift as late as 11:30pm.

Availability of parking varies with each facility. Most hospitals in San Francisco have limited parking and may charge a fee. Ride sharing or mass transit is suggested.

## **PHYSICALS**

Hospitals require that all students have a screening physical prior to starting clinical. This need be done only once. The purpose of the physical is to document freedom from communicable disease. It is also necessary for the student to document freedom from Rubella, either from previous exposure or vaccination. Standard physical forms will be given to students during their first semester. Tuberculosis skin testing needs to be completed prior to entry into the clinical and once again after one year. The Skyline College Health Center can provide this service free of charge. Student will also be required to have completed the Hepatitis B vaccination series prior to their first clinical assignment.

## **STUDENT SAFETY AND PROTECTION**

When assigned to your clinical rotation you will be covered for illness or injury that occur by Workman's Compensation Insurance carried by the San Mateo Community College District. More information about this is provided in the clinical manual. During the first semester of the program modules will be presented on protecting yourself from the transmission of blood borne and other pathogens. Included in this manual is a short document on universal precautions and body-fluid precautions. Emphasis will also be placed on prevention of respiratory transmitted infections.

You will also receive material on the Hepatitis vaccination. If your insurance covers this procedure or you can afford the series of vaccinations, they are highly recommended. The college does not take any responsibility for providing this vaccination.

## **PERSONAL APPEARANCE**

Good grooming and personal cleanliness are of particular significance in a hospital. Patients and health care workers view you as a member of the professional health care team and therefore, expect you to look a certain way.

When a member of what the public perceives as a professional does not look the part, then that professional's ability to interact and work with that patient is hampered.

You will be expected to follow the dress code of the clinical facility you are at. Student are required to wear a white lab coat and proper identification at all times.

## **ATTENDANCE**

Clinical time is limited. Missing days only hurts the student. We understand that you may become ill during the program, but it is very important that you follow the following guidelines!

If you are going to be absent or tardy:

1. Notify your clinical facility prior to the start of your shift!
2. Notify the clinical instructor

Excessive tardiness, absenteeism, and/or failure to notify proper personnel shall result in disciplinary action according to program and school policy. Please refer to student handbook.

## **CLINICAL AFFILIATES**

### **California Pacific Medical Center:**

California Campus:	Pacific Campus
3700 California Street	2333 Buchanan
San Francisco	San Francisco

### **University of California, San Francisco Hospitals and Clinics**

Main Campus	Mount Zion Campus
3rd Ave and Parnassus	1600 Divisadero St.
San Francisco	San Francisco

### **San Francisco General Hospital**

1001 Potrero  
San Francisco

### **Kaiser - San Francisco**

2425 Geary Blvd  
San Francisco

### **St. Luke's Hospital**

3555 Army  
San Francisco

### **Veteran Affairs San Francisco**

4150 Clement Street  
San Francisco

### **Seton Medical Center**

1900 Sullivan  
Daly City

### **San Mateo General Hosp.**

222 West 39th Ave.  
San Mateo

### **Mills/Peninsula Hospitals**

1783 El Camino  
Burlingame

## **STUDENT RELATIONSHIPS**

You and your fellow students will share a great many experiences in the next two years. You are not in competition with each other. There are no "bell shaped" curves. Some fellow students may know more about respiratory care, some will know less. None of us know it all. We can only hope to help each other, teach each other and learn from each other. Students and faculty are close in this program. We will call you by your first name and you should call us by ours. You will build lasting relationships with each other over the next two years. These relationships will serve us both in our endeavor to understand the human cardiopulmonary system, as well as the intricacy of patient care.



## Respiratory Therapy Program Handbook Affidavit

\_\_\_\_\_  
DATE

This is to acknowledge that I have received and read the Skyline College and Respiratory Therapy Program Handbook. I accept and will adhere to the obligations contained within and understand that my dismissal may result if I do not comply.

\_\_\_\_\_  
NAME (Print)

\_\_\_\_\_  
NAME (Sign)

## **APPENDIX I – Faculty Evaluation SSR Questionnaires**

Insert copies of the Faculty Evaluation SSR Questionnaires here.



## Skyline College Respiratory Therapy Program Faculty Evaluation SSR Questionnaire Summary

Other:

**Clinical Coordination is sufficient to meet  
program goals**

Clinical Coordination is sufficient between

DCE and Clinical Affiliates	4	4	4	5	5	5	5	4	5	5	<b>4.6</b>
Clinical Evaluation Instruments	4	3	4	4	5	5	5	4	5	5	<b>4.4</b>
Parallel Experiences	5	4	4	4	5	4		4	5	5	<b>4.44</b>
Supervision	4	4	4	4	5	5	4	4	5	5	<b>4.4</b>
Consistency of Evaluation	3.5	3	4	4	5	4	5	4	5	5	<b>4.25</b>

**Skyline College Respiratory Therapy Program  
Faculty Evaluation SSR Questionnaire**

**Comments**

<b>What do you consider to be the major strengths of the program?</b>	<b>Weaknesses</b>
<p>Excellent clinical affiliates and knowledgeable faculty. Program is comprehensive and supportive faculty and staff meet student's needs.</p> <p>Program Faculty</p> <p>Well organized with the clinical sites to cover all the areas.</p> <p>Hospital affiliates</p> <p>Program Director</p> <p>Clinical Education Director</p> <p>It's clinical affiliations</p> <p>Community support and clinical experience for students</p> <p>Cohort experience for student support and success</p> <p>Strong teachers with good classwork skills and overall knowledge of Respiratory Care</p>	<p>More faculty participation in the clinical setting.</p> <p>More equipment.</p> <p>Lab facilities</p> <p>More neonatal critical care rotation.</p> <p>Laboratory equipment</p> <p>Laboratory space and layout</p> <p>More consistent student evaluations from clinical faculty and preceptors</p> <p>Physician interaction and expectations in the clinical site</p> <p>More classroom learning before entering clinical instruction/hospital</p> <p>Neonatal curriculum needs to be presented before rotation and more in depth</p>

H  
W

# COMMITTEE ON ACCREDITATION FOR RESPIRATORY CARE

## Faculty Evaluation SSR Questionnaire For Self Study Report

**Instructions:** Have each paid faculty member (didactic, laboratory, and clinical) and the Medical Director(s) complete this questionnaire as a part of the self-study process. Insert the completed questionnaires in Appendix I.

Name of Sponsoring Institution:           Skyline College          

Program #:           200147          

Your responsibility with the program is (check one)

- Program Director
- Director of Clinical Education
- Medical Director
- Full-time Faculty member
- Part-time Laboratory instructor:
- Part-time Didactic instructor:
- Part-time Clinical instructor:

Please rate each of the following items by circling the appropriate rating according to the following scale:

Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	Not Applicable
5	4	3	2	1	N/A

Administrative support is sufficient to meet program goals.

- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
| A. College Administration (Dean, Division Chair) | 5 | 4 | 3 | 2 | 1 | N/A |
| B. Salary  | 5 | 4 | 3 | 2 | 1 | N/A |
| C. Financial Resources                           | 5 | 4 | 3 | 2 | 1 | N/A |
| D. Teaching Loads                                | 5 | 4 | 3 | 2 | 1 | N/A |
| E. Communities of Interest (e.g. employers)      | 5 | 4 | 3 | 2 | 1 | N/A |

Program resources meet the stated purpose for the program.

- |                                      |   |   |   |   |   |     |
|--------------------------------------|---|---|---|---|---|-----|
| A. Secretarial Support               | 5 | 4 | 3 | 2 | 1 | N/A |
| B. Classroom Facilities              | 5 | 4 | 3 | 2 | 1 | N/A |
| C. Laboratory Facilities             | 5 | 4 | 3 | 2 | 1 | N/A |
| D. Laboratory Equipment and Supplies | 5 | 4 | 3 | 2 | 1 | N/A |
| E. Library/Learning Resource Center  | 5 | 4 | 3 | 2 | 1 | N/A |
| F. Overall Clinical Resources        | 5 | 4 | 3 | 2 | 1 | N/A |
| G. Computer Internet Access          | 5 | 4 | 3 | 2 | 1 | N/A |

Faculty teach effectively. \*Faculty (do not rate your own position)

- |                                   |   |   |   |   |   |     |
|-----------------------------------|---|---|---|---|---|-----|
| A. Program Director               | 5 | 4 | 3 | 2 | 1 | N/A |
| B. Director of Clinical Education | 5 | 4 | 3 | 2 | 1 | N/A |
| C. Medical Director               | 5 | 4 | 3 | 2 | 1 | N/A |
| D. Clinical Faculty               | 5 | 4 | 3 | 2 | 1 | N/A |
| E. Other Respiratory Care Faculty | 5 | 4 | 3 | 2 | 1 | N/A |
| F. Science Faculty                | 5 | 4 | 3 | 2 | 1 | N/A |

Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
D. Basic Respiratory Care Theory and Skill Development	5	4	3	2	1	N/A
E. Adult Critical Care	5	4	3	2	1	N/A
F. Home Care	5	4	3	2	1	N/A
G. Extended Care and Rehabilitation Facilities	5	4	3	2	1	N/A
H. Sleep Lab	5	4	3	2	1	N/A
I. Pediatrics and Pediatric Critical Care	5	4	3	2	1	N/A
J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

*Community support and the clinical experience for students.*  
*Cohort experience for student support & success*

What areas do you believe need improvement?

*More consistent student evaluations from clinical faculty & preceptors*  
*Physician interaction and expectations in the clinical site.*

Thank you for completing this questionnaire.  
 Please include it in APPENDIX I of the self-study report.

# COMMITTEE ON ACCREDITATION FOR RESPIRATORY CARE

## Faculty Evaluation SSR Questionnaire For Self Study Report

**Instructions:** Have each paid faculty member (didactic, laboratory, and clinical) and the Medical Director(s) complete this questionnaire as a part of the self-study process. Insert the completed questionnaires in Appendix I.

Name of Sponsoring Institution: Skylone College

Program #: 200147

Your responsibility with the program is (check one)

- Program Director
- Director of Clinical Education
- Medical Director
- Full-time Faculty member
- Part-time Laboratory instructor:
- Part-time Didactic instructor:
- Part-time Clinical instructor:

Please rate each of the following items by circling the appropriate rating according to the following scale:

Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	Not Applicable
5	4	3	2	1	N/A

Administrative support is sufficient to meet program goals.

- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
| A. College Administration (Dean, Division Chair) | 5 | 4 | 3 | 2 | 1 | N/A |
| B. Salary  | 5 | 4 | 3 | 2 | 1 | N/A |
| C. Financial Resources                           | 5 | 4 | 3 | 2 | 1 | N/A |
| D. Teaching Loads                                | 5 | 4 | 3 | 2 | 1 | N/A |
| E. Communities of Interest (e.g. employers)      | 5 | 4 | 3 | 2 | 1 | N/A |

Program resources meet the stated purpose for the program.

- |                                      |   |   |   |   |   |     |
|--------------------------------------|---|---|---|---|---|-----|
| A. Secretarial Support               | 5 | 4 | 3 | 2 | 1 | N/A |
| B. Classroom Facilities              | 5 | 4 | 3 | 2 | 1 | N/A |
| C. Laboratory Facilities             | 5 | 4 | 3 | 2 | 1 | N/A |
| D. Laboratory Equipment and Supplies | 5 | 4 | 3 | 2 | 1 | N/A |
| E. Library/Learning Resource Center  | 5 | 4 | 3 | 2 | 1 | N/A |
| F. Overall Clinical Resources        | 5 | 4 | 3 | 2 | 1 | N/A |
| G. Computer Internet Access          | 5 | 4 | 3 | 2 | 1 | N/A |

Faculty teach effectively. \*Faculty (do not rate your own position)

- |                                   |   |   |   |   |   |     |
|-----------------------------------|---|---|---|---|---|-----|
| A. Program Director               | 5 | 4 | 3 | 2 | 1 | N/A |
| B. Director of Clinical Education | 5 | 4 | 3 | 2 | 1 | N/A |
| C. Medical Director               | 5 | 4 | 3 | 2 | 1 | N/A |
| D. Clinical Faculty               | 5 | 4 | 3 | 2 | 1 | N/A |
| E. Other Respiratory Care Faculty | 5 | 4 | 3 | 2 | 1 | N/A |
| F. Science Faculty                | 5 | 4 | 3 | 2 | 1 | N/A |

Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
D. Basic Respiratory Care Theory and Skill Development	5	4	3	2	1	N/A
E. Adult Critical Care	5	4	3	2	1	N/A
F. Home Care	5	4	3	2	1	N/A
G. Extended Care and Rehabilitation Facilities	5	4	3	2	1	N/A
H. Sleep Lab	5	4	3	2	1	N/A
I. Pediatrics and Pediatric Critical Care	5	4	3	2	1	N/A
J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

*It's Clinical Affiliations*

What areas do you believe need improvement?

*Laboratory Space + layout*

Thank you for completing this questionnaire.  
Please include it in APPENDIX I of the self-study report.



Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
D. Basic Respiratory Care Theory and Skill Development	5	4	3	2	1	N/A
E. Adult Critical Care	5	4	3	2	1	N/A
F. Home Care	5	4	3	2	1	N/A
G. Extended Care and Rehabilitation Facilities	5	4	3	2	1	N/A
H. Sleep Lab	5	4	3	2	1	N/A
I. Pediatrics and Pediatric Critical Care	5	4	3	2	1	N/A
J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

*Program Faculty*

What areas do you believe need improvement?

*Lab facilities*

Thank you for completing this questionnaire.  
Please include it in APPENDIX I of the self-study report.

# COMMITTEE ON ACCREDITATION FOR RESPIRATORY CARE

## Faculty Evaluation SSR Questionnaire

### For Self Study Report

**Instructions:** Have each paid faculty member (didactic, laboratory, and clinical) and the Medical Director(s) complete this questionnaire as a part of the self-study process. Insert the completed questionnaires in Appendix I.

Name of Sponsoring Institution: Skyline College - Respiratory Therapy

Program #: 200147

Your responsibility with the program is (check one)

- Program Director
- Director of Clinical Education
- Medical Director
- Full-time Faculty member
- Part-time Laboratory instructor:
- Part-time Didactic instructor:
- Part-time Clinical instructor:

Please rate each of the following items by circling the appropriate rating according to the following scale:

Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	Not Applicable
5	4	3	2	1	N/A

Administrative support is sufficient to meet program goals.

- |  |     |     |   |   |   |     |
|--|-----|-----|---|---|---|-----|
| A. College Administration (Dean, Division Chair) | (5) | 4   | 3 | 2 | 1 | N/A |
| B. Salary  | (5) | 4   | 3 | 2 | 1 | N/A |
| C. Financial Resources                           | 5   | (4) | 3 | 2 | 1 | N/A |
| D. Teaching Loads                                | (5) | 4   | 3 | 2 | 1 | N/A |
| E. Communities of Interest (e.g. employers)      | (5) | 4   | 3 | 2 | 1 | N/A |

Program resources meet the stated purpose for the program.

- |                                      |     |     |   |   |   |     |
|--------------------------------------|-----|-----|---|---|---|-----|
| A. Secretarial Support               | (5) | 4   | 3 | 2 | 1 | N/A |
| B. Classroom Facilities              | (5) | 4   | 3 | 2 | 1 | N/A |
| C. Laboratory Facilities             | 5   | (4) | 3 | 2 | 1 | N/A |
| D. Laboratory Equipment and Supplies | 5   | (4) | 3 | 2 | 1 | N/A |
| E. Library/Learning Resource Center  | (5) | 4   | 3 | 2 | 1 | N/A |
| F. Overall Clinical Resources        | 5   | (4) | 3 | 2 | 1 | N/A |
| G. Computer Internet Access          | (5) | 4   | 3 | 2 | 1 | N/A |

Faculty teach effectively. \*Faculty (do not rate your own position)

- |                                   |     |   |     |   |   |     |
|-----------------------------------|-----|---|-----|---|---|-----|
| A. Program Director               | (5) | 4 | 3   | 2 | 1 | N/A |
| B. Director of Clinical Education | (5) | 4 | 3   | 2 | 1 | N/A |
| C. Medical Director               | (5) | 4 | (3) | 2 | 1 | N/A |
| D. Clinical Faculty               | (5) | 4 | 3   | 2 | 1 | N/A |
| E. Other Respiratory Care Faculty | (5) | 4 | 3   | 2 | 1 | N/A |
| F. Science Faculty                | 5   | 4 | (3) | 2 | 1 | N/A |

Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
D. Basic Respiratory Care Theory and Skill Development	5	4	3	2	1	N/A
E. Adult Critical Care	5	4	3	2	1	N/A
F. Home Care	5	4	3	2	1	N/A
G. Extended Care and Rehabilitation Facilities	5	4	3	2	1	N/A
H. Sleep Lab	5	4	3	2	1	N/A
I. Pediatrics and Pediatric Critical Care	5	4	3	2	1	N/A
J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

- Hospital Associates
- Program Director
- Clinical Education Director

What areas do you believe need improvement?

- ~~labor~~
- Laboratory Equipment

Thank you for completing this questionnaire.  
Please include it in APPENDIX I of the self-study report.

# COMMITTEE ON ACCREDITATION FOR RESPIRATORY CARE

## Faculty Evaluation SSR Questionnaire For Self Study Report

**Instructions:** Have each paid faculty member (didactic, laboratory, and clinical) and the Medical Director(s) complete this questionnaire as a part of the self-study process. Insert the completed questionnaires in Appendix I.

Name of Sponsoring Institution: SkyLine College

Program #: 200147

Your responsibility with the program is (check one)

- Program Director
- Director of Clinical Education
- Medical Director
- Full-time Faculty member
- Part-time Laboratory instructor:
- Part-time Didactic instructor:
- Part-time Clinical instructor:

Please rate each of the following items by circling the appropriate rating according to the following scale:

Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	Not Applicable
5	4	3	2	1	N/A

Administrative support is sufficient to meet program goals.

A. College Administration (Dean, Division Chair)	(5)	4	3	2	1	N/A
B. Salary	5	(4)	3	2	1	N/A
C. Financial Resources	5	4	(3)	2	1	N/A
D. Teaching Loads	5	(4)	3	2	1	N/A
E. Communities of Interest (e.g. employers)	5	(4)	3	2	1	N/A

Program resources meet the stated purpose for the program.

A. Secretarial Support	(5)	4	3	2	1	N/A
B. Classroom Facilities	(5)	4	3	2	1	N/A
C. Laboratory Facilities	5	(4)	3	2	1	N/A
D. Laboratory Equipment and Supplies	5	(4)	3	2	1	N/A
E. Library/Learning Resource Center	5	(4)	3	2	1	N/A
F. Overall Clinical Resources	5	(4)	3	2	1	N/A
G. Computer Internet Access	5	(4)	3	2	1	N/A

Faculty teach effectively. \*Faculty (do not rate your own position)

A. Program Director	(5)	4	3	2	1	N/A
B. Director of Clinical Education	(5)	4	3	2	1	N/A
C. Medical Director	5	(4)	3	2	1	N/A
D. Clinical Faculty	(5)	<del>4</del>	3	2	1	N/A
E. Other Respiratory Care Faculty	(5)	<del>4</del>	3	2	1	N/A
F. Science Faculty	5	(4)	3	2	1	N/A

Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
D. Basic Respiratory Care Theory and Skill Development	5	4	3	2	1	N/A
E. Adult Critical Care	5	4	3	2	1	N/A
F. Home Care	5	4	3	2	1	N/A
G. Extended Care and Rehabilitation Facilities	5	4	3	2	1	N/A
H. Sleep Lab	5	4	3	2	1	N/A
I. Pediatrics and Pediatric Critical Care	5	4	3	2	1	N/A
J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

What areas do you believe need improvement?

Thank you for completing this questionnaire.  
Please include it in APPENDIX I of the self-study report.

# COMMITTEE ON ACCREDITATION FOR RESPIRATORY CARE

## Faculty Evaluation SSR Questionnaire For Self Study Report

**Instructions:** Have each paid faculty member (didactic, laboratory, and clinical) and the Medical Director(s) complete this questionnaire as a part of the self-study process. Insert the completed questionnaires in Appendix I.

Name of Sponsoring Institution: skyline college

Program #: 200147

Your responsibility with the program is (check one)

- Program Director
- Director of Clinical Education
- Medical Director
- Full-time Faculty member
- Part-time Laboratory instructor:
- Part-time Didactic instructor:
- Part-time Clinical instructor:

Please rate each of the following items by circling the appropriate rating according to the following scale:

Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	Not Applicable
5	4	3	2	1	N/A

Administrative support is sufficient to meet program goals.

A. College Administration (Dean, Division Chair)	5	(4)	3	2	1	N/A
B. Salary	5	(4)	3	2	1	N/A
C. Financial Resources	5	(4)	3	2	1	N/A
D. Teaching Loads	5	(4)	3	2	1	N/A
E. Communities of Interest (e.g. employers)	5	(4)	3	2	1	N/A

Program resources meet the stated purpose for the program.

A. Secretarial Support	5	(4)	3	2	1	N/A
B. Classroom Facilities	5	(4)	3	2	1	N/A
C. Laboratory Facilities	5	(4)	3	2	1	N/A
D. Laboratory Equipment and Supplies	5	(4)	3	2	1	N/A
E. Library/Learning Resource Center	5	(4)	3	2	1	N/A
F. Overall Clinical Resources	5	(4)	3	2	1	N/A
G. Computer Internet Access	5	(4)	3	2	1	N/A

Faculty teach effectively. \*Faculty (do not rate your own position)

A. Program Director	5	(4)	3	2	1	N/A
B. Director of Clinical Education	5	(4)	3	2	1	N/A
C. Medical Director	5	(4)	3	2	1	N/A
D. Clinical Faculty	5	(4)	3	2	1	N/A
E. Other Respiratory Care Faculty	5	(4)	3	2	1	N/A
F. Science Faculty	5	(4)	3	2	1	N/A

Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
D. Basic Respiratory Care Theory and Skill Development	5	4	3	2	1	N/A
E. Adult Critical Care	5	4	3	2	1	N/A
F. Home Care	5	4	3	2	1	N/A
G. Extended Care and Rehabilitation Facilities	5	4	3	2	1	N/A
H. Sleep Lab	5	4	3	2	1	N/A
I. Pediatrics and Pediatric Critical Care	5	4	3	2	1	N/A
J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

*Clinical Rotations*

What areas do you believe need improvement?

*Neonatal curriculum needs to be presented before rotation and in more depth. It seems that much of the neonatal curriculum presentation falls on the clinical personnel (therapists and coordinators). This isn't necessarily a bad thing, but better support (outlines?) might make information presentation in the clinical sites more consistent.*

Thank you for completing this questionnaire.

Please include it in APPENDIX I of the self-study report.



Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
D. Basic Respiratory Care Theory and Skill Development	5	4	3	2	1	N/A
E. Adult Critical Care	5	4	3	2	1	N/A
F. Home Care	5	4	3	2	1	N/A
G. Extended Care and Rehabilitation Facilities	5	4	3	2	1	N/A
H. Sleep Lab	5	4	3	2	1	N/A
I. Pediatrics and Pediatric Critical Care	5	4	3	2	1	N/A
J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

*Excellent clinical affiliates, and knowledgeable faculty. Program is comprehensive and supportive faculty + staff meets students' needs*

What areas do you believe need improvement?

*More faculty participation in the clinical setting.*

Thank you for completing this questionnaire.  
Please include it in APPENDIX I of the self-study report.



Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
D. Basic Respiratory Care Theory and Skill Development	5	4	3	2	1	N/A
E. Adult Critical Care	5	4	3	2	1	N/A
F. Home Care	5	4	3	2	1	N/A
G. Extended Care and Rehabilitation Facilities	5	4	3	2	1	N/A
H. Sleep Lab	5	4	3	2	1	N/A
I. Pediatrics and Pediatric Critical Care	5	4	3	2	1	N/A
J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

*well organized with the clinical sites  
to cover all the areas.*

What areas do you believe need improvement?

*more equipments  
more neonatal critical care rotation*

Thank you for completing this questionnaire.  
Please include it in APPENDIX I of the self-study report.

# COMMITTEE ON ACCREDITATION FOR RESPIRATORY CARE

## Faculty Evaluation SSR Questionnaire For Self Study Report

**Instructions:** Have each paid faculty member (didactic, laboratory, and clinical) and the Medical Director(s) complete this questionnaire as a part of the self-study process. Insert the completed questionnaires in Appendix I.

Name of Sponsoring Institution: Skyline College

Program #: 200147

Your responsibility with the program is (check one)

- Program Director
- Director of Clinical Education
- Medical Director
- Full-time Faculty member
- Part-time Laboratory instructor:
- Part-time Didactic instructor:
- Part-time Clinical instructor:

Please rate each of the following items by circling the appropriate rating according to the following scale:

Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	Not Applicable
5	4	3	2	1	N/A

Administrative support is sufficient to meet program goals.

A. College Administration (Dean, Division Chair)	5	4	3	2	1	N/A
B. Salary	5	4	3	2	1	N/A
C. Financial Resources	5	4	3	2	1	N/A
D. Teaching Loads	5	4	3	2	1	N/A
E. Communities of Interest (e.g. employers)	5	4	3	2	1	N/A

Program resources meet the stated purpose for the program.

A. Secretarial Support	5	4	3	2	1	N/A
B. Classroom Facilities	5	4	3	2	1	N/A
C. Laboratory Facilities	5	4	3	2	1	N/A
D. Laboratory Equipment and Supplies	5	4	3	2	1	N/A
E. Library/Learning Resource Center	5	4	3	2	1	N/A
F. Overall Clinical Resources	5	4	3	2	1	N/A
G. Computer Internet Access	5	4	3	2	1	N/A

Faculty teach effectively. \*Faculty (do not rate your own position)

A. Program Director	5	4	3	2	1	N/A
B. Director of Clinical Education	5	4	3	2	1	N/A
C. Medical Director	5	4	3	2	1	N/A
D. Clinical Faculty	5	4	3	2	1	N/A
E. Other Respiratory Care Faculty	5	4	3	2	1	N/A
F. Science Faculty	5	4	3	2	1	N/A

Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
D. Basic Respiratory Care Theory and Skill Development	5	4	3	2	1	N/A
E. Adult Critical Care	5	4	3	2	1	N/A
F. Home Care	5	4	3	2	1	N/A
G. Extended Care and Rehabilitation Facilities	5	4	3	2	1	N/A
H. Sleep Lab	5	4	3	2	1	N/A
I. Pediatrics and Pediatric Critical Care	5	4	3	2	1	N/A
J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

Strong teachers with good classwork skills  
and overall knowledge of Respiratory Care.

What areas do you believe need improvement?

More classroom learning before entering clinical  
instruction/hospitals.

Thank you for completing this questionnaire.  
Please include it in APPENDIX I of the self-study report.

# COMMITTEE ON ACCREDITATION FOR RESPIRATORY CARE

## Faculty Evaluation SSR Questionnaire For Self Study Report

**Instructions:** Have each paid faculty member (didactic, laboratory, and clinical) and the Medical Director(s) complete this questionnaire as a part of the self-study process. Insert the completed questionnaires in Appendix I.

Name of Sponsoring Institution:           Skyline College          

Program #:           200147          

Your responsibility with the program is (check one)

- Program Director
- Director of Clinical Education
- Medical Director
- Full-time Faculty member
- Part-time Laboratory instructor:
- Part-time Didactic instructor:
- Part-time Clinical instructor:

Please rate each of the following items by circling the appropriate rating according to the following scale:

Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree	Not Applicable
5	4	3	2	1	N/A

Administrative support is sufficient to meet program goals.

- A. College Administration (Dean, Division Chair)      5    4    3    2    1    N/A
- B. Salary      5    4    3    2    1    N/A
- C. Financial Resources      5    4    3    2    1    N/A
- D. Teaching Loads      5    4    3    2    1    N/A
- E. Communities of Interest (e.g. employers)      5    4    3    2    1    N/A

Program resources meet the stated purpose for the program.

- A. Secretarial Support      5    4    3    2    1    N/A
- B. Classroom Facilities      5    4    3    2    1    N/A
- C. Laboratory Facilities      5    4    3    2    1    N/A
- D. Laboratory Equipment and Supplies      5    4    3    2    1    N/A
- E. Library/Learning Resource Center      5    4    3    2    1    N/A
- F. Overall Clinical Resources      5    4    3    2    1    N/A
- G. Computer Internet Access      5    4    3    2    1    N/A

Faculty teach effectively. \*Faculty (do not rate your own position)

- A. Program Director      5    4    3    2    1    N/A
- B. Director of Clinical Education      5    4    3    2    1    N/A
- C. Medical Director      5    4    3    2    1    N/A
- D. Clinical Faculty      5    4    3    2    1    N/A
- E. Other Respiratory Care Faculty      5    4    3    2    1    N/A
- F. Science Faculty      5    4    3    2    1    N/A

Curriculum is sufficient to meet program goals.

A. Depth and scope of program	5	4	3	2	1	N/A
B. Course Sequencing	5	4	3	2	1	N/A
C. General Education and Science Courses	5	4	3	2	1	N/A
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J. Neonatal Critical Care	5	4	3	2	1	N/A
K. Cardiopulmonary Testing and Monitoring	5	4	3	2	1	N/A
L. Other: _____	5	4	3	2	1	N/A

Clinical Coordination is sufficient to meet program goals.

A. Communication between DCE and Clinical Affiliates	5	4	3	2	1	N/A
B. Clinical Evaluation Instruments	5	4	3	2	1	N/A
C. Parallel experiences	5	4	3	2	1	N/A
D. Supervision	5	4	3	2	1	N/A
E. Consistency of evaluation	5	4	3	2	1	N/A

What do you consider to be the major strengths of the program?

See New RT Graduates passing the Register  
Respiratory therapist examination on the  
first try.

What areas do you believe need improvement?

None

Thank you for completing this questionnaire.  
Please include it in APPENDIX I of the self-study report.