



STUDENT HANDBOOK

2024-2026

BACHELOR OF SCIENCE RESPIRATORY CARE PROGRAM

Flexible, Affordable, and High-Quality BSRC Program



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MEET THE STAFF/FACULTY

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Dear Student:

Welcome to the Bachelor of Science in Respiratory Care Program!

The field of respiratory care is both dynamic and demanding, offering constant challenges and opportunities for growth. By enrolling in this program, you are embarking on a journey to advance your professional career. Building upon your existing training and experience as a respiratory care practitioner, this program will empower you to expand your skill set, cultivate confidence, and assume leadership roles within the field.

Utilizing a project-based approach to learning, our program is designed to prepare you for various career paths including hospital management, education, case management, research, field leadership, and further academic pursuits. This handbook serves as a comprehensive guide to the philosophies and policies that underpin our Respiratory Care Program, outlining both our expectations of you and what you can expect from us.

It is imperative that you familiarize yourself with the general policies outlined in the Skyline College Student Guide Handbook, as this handbook supplements those guidelines.

Your success in this program is contingent upon your dedication and attitude. As you progress through the curriculum and emerge as a Registered Respiratory Care Practitioner, your role as a leader and advocate for healthcare excellence will be paramount. Whether leading small teams or spearheading large-scale initiatives, you will have a tangible impact on your community and elevate the practice of respiratory care to new heights.

We are committed to facilitating and supporting your educational journey as you navigate your coursework and pursue your degree in Respiratory Care. Together, we look forward to your continued growth and contributions to the field.

Welcome to the Program,

Anrey Bartoszynski- M.Ed., BSRT, RRT-ACCS, RCP

Respiratory Care Professor/

BSRC Program Lead

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Program Overview

Structure and Enrollment

BSRC Program at Skyline: A Fully Online Instruction (100% Online)

- **Affordable:**
 - Program Cost: \$46 per unit-lower division, \$130 per unit-upper division + books and supplies
 - Free to San Mateo County Residence
- **Total of 13 Courses:** *(for the BSRC Program itself)*
 - Each course spans 9 weeks each, with the exception of RPTH-B90 Capstone Project, which is a full semester course.
- **Work-Life Balance:**
 - Flexible Schedule
 - Students have the option to choose between accelerated and relaxed tracks to accommodate busy schedules.
 - Each student will continue to work towards achieving the required number of credits for successful completion of the BSRC program. However, students have the option to pursue their coursework at different paces: they can choose to take courses one at a time, leading to a slower progression, or opt for the current structure of taking two courses simultaneously, which constitutes a faster track.
 - This flexibility allows students to complete the program in as little as two years or up to three years, depending on their chosen pace.
 - Each student is responsible for notifying the BSRC Program Lead when changing tracks, dropping a course, or pausing their participation in the program. This notification must be provided promptly to allow adequate time for the BSRC Program Lead to offer any necessary recommendations and update the changes on the backend.
 - Skyline BSRC Program offers **four different tracks at this time.** (Refer below for track details)
 - The different tracks allow flexibility

- Summer break and winter break are observed.
- **CoARC Accredited** (since 2015)
 - **(Program Number: 510016)**

Application Period Cycles:

- **Fall Semester Application: January 15 through June 1**
 - The BSRC Online Orientation for Fall entry takes place during the first week of July and continues until the end of the month.
- **Spring Semester Application: July 1 through November 1**
 - The BSRC Online Orientation for Spring entry begins in the first week of December and continues until the end of the month.
- **Note:**
 - Once students complete the Online Orientation, they will receive a notification from the Program Service Coordinator with details about course enrollment and other steps to ensure they start on the correct path.

Accreditation Details

The Bachelor of Science in Respiratory Care Program at Skyline College (Program Number: 510016) holds Provisional Accreditation of a Degree Advancement (DA) Additional Track through the Commission on Accreditation for Respiratory Care (CoARC).

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.

CoARC accredits respiratory therapy education programs in the United States. To achieve this, it utilizes an 'outcomes-based' process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented.

Degree Information

Bachelor's Degree in Respiratory Care – Skyline College

Minimum Credits Required: 120.0

Completion of 120 semester units including upper and lower division general education course work in alignment with the California State University General Education (CSU-GE) Breadth requirements and 76.5 major semester units in Respiratory Care.

- Completion of lower division major coursework (or equivalent) to Skyline College CoARC accredited [Associate of Science \(AS\) Degree in Respiratory Care](#): (48.5 units)
 - Please note: Coursework completed at another educational institution will need to be evaluated for equivalency
- General Education Requirements:
 - Lower division semester unit pattern (30 units)
 - Area A – English Language Communication and Critical Thinking
 - Area B – Scientific Inquiry and Quantitative Reasoning
 - Area C – Arts and Humanities
 - Area D – Social Sciences
 - Area E – Lifelong Learning
 - Area F – Ethnic Studies
- Upper division Major Coursework in Respiratory Care (28 units):
 - Advanced Cardiopulmonary Respiratory Care (3 units)
 - Sleep Medicine and Respiratory Care (3 units)
 - Advanced Respiratory Case Management (3 units)
 - Principles of Health Education (3 units)
 - Health Care Research Design and Methodology (3 units)
 - Respiratory Care Leadership and Management I (3 units)
 - Respiratory Care Leadership and Management II (3 units)
 - Advanced Neonatal/Pediatric Respiratory Care (3 units)
 - Respiratory Care Capstone Project (4 units)
- Upper Division General Education (12 units):
 - Health Communication (3 units)
 - Public Health Policy (3 units)
 - Multicultural Human Relations (3 units)
 - Intersectionality and Citizenship (3 units)

Please Note:

Above are the lists of courses you need to take to complete your degree. Requirements above should be used as a guide only. Current students should consult with the Counseling Department for their specific requirements based on their catalog rights.

Why get your BSRC, and why at Skyline?

1. The AARC has collaborated with key stakeholders to initiate an effort to mandate that all respiratory therapists entering practice in **2030** and beyond possess at least a bachelor's degree and hold the National Board for Respiratory Care's (NBRC) Registered Respiratory Therapist (RRT) credential.
 - a. <https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-entry-to-respiratory-therapy-practice-2030.pdf>
2. Per The Respiratory Care Board (RCB) of California (October 2023):
 - a. The RCB believes the opportunity for additional access to baccalaureate degree programs for California RCPs will help fill a void in training California's advanced respiratory care workforce and contribute to improved quality of healthcare for the public.
 - b. Expansion of degrees in respiratory care beyond the associate degree level in California is supported by the RCB.
3. The Bachelor of Science in Respiratory Care program here at Skyline allows graduates of AS degree Respiratory Care programs and licensed Respiratory Care Practitioners (RCP) a pathway to complete their four-year degree without having to transfer to a four-year college or university.
 - a. Our bachelor degree curriculum provides an advanced scope of practice with emphasis on advanced cardiopulmonary pathophysiology, advanced respiratory case management, advanced respiratory neonatal/pediatrics, health education in respiratory care, research methodology, quantitative principles, respiratory care sleep medicine, and respiratory care leadership and management.
 - b. Increasingly, Respiratory Care Practitioners are taking on responsibilities formerly conducted by physicians, requiring a greater level of critical thinking and analytical skills.
 - c. There are approximately 35 programs in California with only a handful offering an educational pathway to [baccalaureate](#) degrees. Skyline College being one of them ([Skyline CoARC Accreditation](#)).
 - d. **We are Affordable, Flexible, and High-Quality.**
 - i. The Skyline College BSRC Program has been established since baccalaureate Programs in Community Colleges have been approved.

Program Tracks

Fall Entry

Fall Semester Entry - TRACK 1 (2.0 Years)				
Semester	Term	Months	Course Information	
Fall Year 1	1st Half	August to October	RPTH B10	Advanced Cardiopulmonary
			SOCI B10	Intersectionality and Citizenship
	2nd Half	October to December	RPTH B30	Principles of Health Education
			COUN B10	Multicultural Human Relations
Spring Year 1	1st Half	January to March	RPTH B50	Respiratory Care Leadership and Management I
			RPTH B15	Sleep Medicine and Respiratory Care
	2nd Half	March to May	RPTH B52	Respiratory Care Leadership and Management II
			RPTH B20	Advanced Respiratory Case Management
Fall Year 2	1st Half	August to October	RPTH B40	Health Care Research Design and Methodology
			RPTH B60	Advanced Neonatal and Pediatric Respiratory Care
	2nd Half	October to December	COMM B10	Health Communication
			SOSC B10	Public Health Policy
Spring Year 2	Full Semester	January to May	RPTH B90	Capstone Project

Fall Semester Entry - TRACK 2 (3.0 Years)				
Semester	Term	Months	Course Information	
Fall Year 1	1st Half	August to October	RPTH B10	Advanced Cardiopulmonary
	2nd Half	October to December	RPTH B30	Principles of Health Education
Spring Year 1	1st Half	January to March	RPTH B50	Respiratory Care Leadership and Management I
	2nd Half	March to May	RPTH B52	Respiratory Care Leadership and Management II
Fall Year 2	1st Half	August to October	SOCI B10	Intersectionality and Citizenship
	2nd Half	October to December	COUN B10	Multicultural Human Relations
Spring Year 2	1st Half	January to March	RPTH B15	Sleep Medicine and Respiratory Care
	2nd Half	March to May	RPTH B20	Advanced Respiratory Case Management
Fall Year 3	1st Half	August to October	RPTH B40	Health Care Research Design and Methodology
			RPTH B60	Advanced Neonatal and Pediatric Respiratory Care
	2nd Half	October to December	COMM B10	Health Communication
			SOSC B10	Public Health Policy
Spring Year 3	Full Semester	January to May	RPTH B90	Capstone Project

Spring Entry

Spring Semester Entry - TRACK 1 (3.0 Years)				
Semester	Term	Months	Course Information	
Spring Year 1	1st Half	January to March	RPTH B50	Respiratory Care Leadership and Management I
	2nd Half	March to May	RPTH B52	Respiratory Care Leadership and Management II
Fall Year 1	1st Half	August to October	RPTH B10	Advanced Cardiopulmonary
			RPTH B40	Health Care Research Design and Methodology
	2nd Half	October to December	COMM B10	Health Communication
			RPTH B30	Principles of Health Education
Spring Year 2	1st Half	January to March	RPTH B15	Sleep Medicine and Respiratory Care
	2nd Half	March to May	RPTH B20	Advanced Respiratory Case Management
Fall Year 2	1st Half	August to October	RPTH B60	Advanced Neonatal and Pediatric Respiratory Care
	2nd Half	October to December	SOSC B10	Public Health Policy
Spring Year 3	Full Semester	January to May	RPTH B90	Capstone Project
Fall Year 3	1st Half	August to October	SOCI B10	Intersectionality and Citizenship
	2nd Half	October to December	COUN B10	Multicultural Human Relations

Spring Semester Entry - TRACK 2 (2.5 Years)				
Semester	Term	Months	Course Information	
Spring Year 1	1st Half	January to March	RPTH B50	Respiratory Care Leadership and Management I
	2nd Half	March to May	RPTH B52	Respiratory Care Leadership and Management II
Fall Year 1	1st Half	August to October	RPTH B40	Health Care Research Design and Methodology
			RPTH B60	Advanced Neonatal and Pediatric Respiratory Care
	2nd Half	October to December	COMM B10	Health Communication
			SOSC B10	Public Health Policy
Spring Year 2	1st Half	January to March	RPTH B15	Sleep Medicine and Respiratory Care
	2nd Half	March to May	RPTH B20	Advanced Respiratory Case Management
Fall Year 2	1st Half	August to October	RPTH B10	Advanced Cardiopulmonary
			SOCI B10	Intersectionality and Citizenship
	2nd Half	October to December	RPTH B30	Principles of Health Education
			COUN B10	Multicultural Human Relations
Spring Year 2.5	Full Semester	January to May	RPTH B90	Capstone Project

College Mission & Program Goals

Mission Statement

To empower and transform a global community of learners.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Values Statement

Education is the foundation of our democratic society.

Program Goal

To provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.

Program Student Learning Outcomes (PSLO)

Upon completion of degree requirements, students will be able to:

- Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.
- Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.
- Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.

- Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.

Outcomes Measurements

Program Outcomes

The program assess and report annually the following items:

- Commission on Accreditation for Respiratory Care (CoARC) Degree Advancement (DA) Annual Reporting:
 - Overall Employer Satisfaction
 - Overall Graduates Satisfaction
 - Overall Personnel-Program Satisfaction
 - Overall Student-Program Satisfaction
- CoARC DA Annual Resource Assessment Matrix Report
- CoARC DA Annual Expected Learning Outcomes (ESLOs) Report
- Recruitment and Enrollment
- Attrition/Retention

Professional Outcomes

The professional advancement outcome measures

- Achievement of NBRC Advanced Credentials (NPS, ACCS, RPFT, SDS, AE-C)
- Professional Advancement/Progression to an advanced degree (i.e. MSRC, MHA, MBA),
- Advancement to Clinical Role, Research Position or Production, Acquired a position as an educator, and Secured a position in a hospital/facility

TEXTBOOKS AND SUPPLIES

Learning will take place in a fully online asynchronous environment through *Canvas*, Skyline College's learning management system (LMS).

As part of our ongoing efforts to make our program more affordable, we are continuously expanding our offerings of courses without textbooks. While this project is still in progress, most of our course materials are now accessible through Canvas LMS or in our library eBooks, provided to you at no cost. However, in some courses, textbooks may still be required, which you can purchase in the college bookstore or online. These textbooks will be used throughout the program and serve as valuable resources for your future.

Thank you for your understanding and support!

Expect to spend approximately \$150 to \$300 per term for textbooks.

Technology and Devices

A PC, Mac, or tablet with videoconferencing capability is recommended for effective engagement during meetings with professors, whether during office hours or other arranged sessions. For optimal performance in accessing applications, participating in meetings, and completing assignments, a laptop or desktop computer is recommended.

Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a web browser. You may click on the following link for further information:

<http://www.skylinecollege.edu/onlineeducation/>

In addition, Microsoft Office Suite will be required to complete activities and assignments throughout each course. The San Mateo Community College District offers students a discounted rate through the following URL: <http://foundationccc.org/CollegeBuys>

NEW CONTINUING EDUCATION REQUIREMENTS FOR CALIFORNIA LICENSED RESPIRATORY CARE PRACTITIONERS

Continuing Education Requirements (Effective January 1, 2024)

The Respiratory Care Board of California (RCB) has adopted [new continuing education \(CE\) requirements](#) in line with its most recent workforce study and strategic plan. Currently, respiratory care practitioners (RCPs) must complete 30 hours of CE with two-thirds (20 hours) directly related to the clinical practice of respiratory care every renewal cycle.

New CE Framework

- A total of 30 hours of CE is required every two-year renewal cycle
 - At least 25 of the 30 required CE hours shall be completed in the following content areas:

- RCP Leadership
 - A minimum of 10 hours must be directly related to RCP leadership
- Respiratory Care Clinical Practice
 - A minimum of 15 hours must be directly related to the clinical practice of respiratory care
- New CE Format
 - A minimum of 15 of the 30 required CE hours must be earned from live courses or meetings

Baccalaureate Respiratory Care Courses

Program Curriculum and Course Learning Outcomes

Course Title/Units/Hours and Prerequisite	Course Description	Course Student Learning Outcomes (SLOs)
<p>RPTH B10 – Advanced Cardiopulmonary Care (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Provides an analytical framework through which students will expand their knowledge of respiratory diseases, diagnostic procedures, and symptom management. Includes detailed assessment of cardiopulmonary and neuro respiratory diseases, performance of diagnostic testing, medical interventions, and analysis of treatment benefits.</p>	<ol style="list-style-type: none"> 1. Identify, apply, and evaluate advanced cardiopulmonary diagnostic procedures and medical interventions performed by respiratory care practitioners. 2. Analyze disease-specific treatment options in cardiopulmonary and neuro respiratory care and recommend modifications based on evidence-based practice.
<p>RPTH B15 – Sleep Medicine and Respiratory Care (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Prepares students to apply polysomnography to diagnose sleep disorders. Students will gain knowledge and skills related to the normal development of sleep patterns and demonstrate the ability to identify specific sleep disorders as well as score sleep stages and respiratory patterns. Emphasis is placed on pediatric and adult assessment, monitoring, and sleep disorders.</p>	<ol style="list-style-type: none"> 1. Interpret and analyze patient sleep disorders and their characteristics. 2. Identify and apply appropriate tools and strategies for recording physiologic data during sleep studies including the montage and equipment selection, and mechanical and physiologic calibrations. 3. Apply management strategies to titrate continuous positive airway pressure, bilevel positive airway pressure, adaptive servo ventilation, noninvasive positive-pressure ventilation, and supplemental oxygen to achieve optimal outcomes.
<p>RPTH B20 – Advanced Respiratory Case Management</p>	<p>Applied case management in Respiratory Care</p>	<ol style="list-style-type: none"> 1. Analyze patient case management plans created by

<p>(3 units) <i>Hours/semester: 48-54</i> <i>lecture. Prerequisite:</i> <i>Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>highlighting facilitation, integration, coordination and transition of patients through the continuum of care. Students effectively apply strategies for collaboration between the case manager, the client, the payer and appropriate service personnel, in order to optimize the outcome while maintaining client privacy and confidentiality, health, and safety through advocacy and adherence to ethical, legal, accreditation, certification and regulator standards or guidelines.</p>	<p>the healthcare delivery team to coordinate resources and services necessary to accomplish client goals.</p> <ol style="list-style-type: none"> 2. Identify and apply strategies for assessing, planning, implementing, coordinating, monitoring, and evaluating options and services to promote quality and cost-effective outcomes. 3. Apply professional practice principles such as confidentiality, legal and regulatory requirements, risk management, interpersonal communication, conflict resolution, and negotiation strategies in the context of the case management process.
<p>RPTH B30 – Principles of Health Education (3 units) <i>Hours/semester: 48-54</i> <i>lecture. Prerequisite:</i> <i>Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Provides an analytical framework to teach adult learning theory and prepare the student to teach effectively in healthcare and classroom settings. Topics include learning styles, curriculum development, effective teaching techniques, and assessment of learning.</p>	<ol style="list-style-type: none"> 1. Apply child and adult learning theory to the creation and delivery of health care related curriculum. 2. Develop a lesson plan that includes outcomes, objectives, content, skills and abilities. 3. Develop an effective assessment tool for assessing lesson plan outcomes.
<p>RPTH B40 – Health Care Research Design and Methodology (3 units) <i>Hours/semester: 48-54</i> <i>lecture. Prerequisite:</i> <i>Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Analysis of research design and methodology in health care and health sciences. Emphasis will include research evaluation and interpretation of results, design methodology, the planning and approval process, data collection and analysis, and</p>	<ol style="list-style-type: none"> 1. Critically review, analyze, and interpret published research. 2. Develop research design, conduct or review a study, critically assess and perform analysis of quality measurement.

	communication and presentation of the results.	
<p>RPTH B50 – Respiratory Care Leadership and Management I (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Leadership and management theories in effective practices in the healthcare setting. Organizational structure of current healthcare models are discussed. Emphasis is placed on development of skills in leadership, communication, time management, problem solving, motivation and other critical competencies. Specific attention is focused on the role of leadership, along with specific functions and operations, in a Respiratory Care Department.</p>	<ol style="list-style-type: none"> 1. Articulate a working foundation of leadership practices and theories for leading people and health organizations. 2. Integrate behaviors and actions of successful leaders and develop an individual current or future leadership style. 3. Apply management strategies to various operational procedures and functions of the Respiratory Care department and other related departments.
<p>RPTH B52 – Respiratory Care Leadership and Management II (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Application of advanced level of skills learned in Respiratory Care Leadership and Management I through case based model approach in various aspects of providing respiratory health care management. Students will identify and apply strategic models to analyze problems, formulate solutions, and make sound decisions.</p>	<ol style="list-style-type: none"> 1. Make inferences and draw conclusions relative to leadership and management skills within the healthcare organization or industry. 2. Integrate the tenets of various theoretical constructs and strategic models to make decisions, solve problems, and develop plans. 3. Distinguish the difference between leadership and management and use that knowledge to make strategic decisions and enhance organizational efficiencies and effectiveness through the development and implementation of plans. 4. Critically reflect on the application of theoretical constructs and strategic methodologies that support

		peak performance in teams
<p>RPTH B60 – Advanced Neonatal and Pediatric Respiratory Care (3 units) <i>Hours/semester: 24.0-27.0 Lecture hours; Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Advanced concepts of neonatal and pediatric respiratory care. Emphasis placed on neonatal and pediatric pathophysiology and on specific therapeutic needs of neonates and children. Students will demonstrate competence in assessment skills, formulation of treatment plans, and application of specific respiratory care modalities for neonatal and pediatric patients.</p>	<ol style="list-style-type: none"> 1. Differentiate approaches to care between neonatal/pediatric and adult patients. 2. Distinguish and apply appropriate advanced medical treatments and modalities which can be utilized to appropriately care for neonatal and pediatric patients.
<p>RPTH B90 – Respiratory Care Capstone Project (4 units) <i>Hours/semester: 128.0 Field Experience Hours. Prerequisite: RPTH B10, with a minimum grade of C and RPTH B20 with a minimum grade of C and RPTH B30 with a minimum grade of C and RPTH B40 with a minimum grade of C and RPTH B50 with a minimum grade of C.</i></p>	<p>Capstone course in Respiratory Care focused in areas of advanced cardiopulmonary respiratory care, leadership and management, case management, research, education, or other special areas of interest. Students will identify and complete a project applying knowledge and skills learned in the program. Projects will be developed in collaboration with faculty and community members and are aligned with student areas of interest. Transfer credit: CSU.</p>	<ol style="list-style-type: none"> 1. Draw on multiple evidence-based practice sources of analysis, research, and critical thinking across the curriculum to develop addressing a problem and completing a project. 2. Develop a project plan for addressing the research question, issues, problem or need. 3. Evaluate project methods, findings, and outcomes. 4. Present orally and in writing the full breadth of knowledge gained through the Respiratory Care program, focusing on one or more subject areas: cardiopulmonary pathophysiology, case management, health education, research methodology, and/or respiratory care leadership and management.

What is a Capstone Project?

- The capstone project serves as a culminating experience for students, enabling them to demonstrate the cumulative knowledge and skills acquired throughout their academic program. It provides an opportunity for students to integrate and apply what they have learned to real-world projects or problems, aligning with their areas of interest. Through the capstone project, students will identify and complete a project that requires them to conduct research, analyze data, propose solutions, and present their findings to faculty, peers, or external stakeholders. These projects are developed collaboratively with faculty and community members. Ultimately, the purpose of the capstone project is to showcase students' readiness for professional or academic advancement by demonstrating their ability to tackle complex challenges and produce meaningful outcomes.

Upper General Education Courses

<p>COUN B10 – Multicultural Human Relations (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Designed to engage students in an evolving process of developing greater self and cultural awareness that will help inform how we work with communities specific to various professional settings. Examination of various intersectionalities such as ethnicity, gender, class, sexual orientation, and generational identity and the effects that the dynamics of power and privilege have on systemic oppression. Also utilizes a psychosocial perspective to explore various theoretical frameworks that strive for greater cultural competency throughout their professional development.</p>	<ol style="list-style-type: none"> 1. Analyze multiple identities through the lens of intersectionality such as ethnicity, gender, class, sexual orientation, and generational identity. 2. Utilize tools and strategies for intercultural communication and conflict resolution to appropriately work with communities specific to various professional settings 3. Transform theories to practice when addressing systems of oppression that are underlying in their professional settings
<p>COMM B10 – HEALTH COMMUNICATION (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor</i></p>	<p>Critical exploration of health communication concepts, theories, research methods, cases, and other practices applied in</p>	<ol style="list-style-type: none"> 1. Analyze and discuss the theories, models, and organizational issues and strategies in healthcare. 2. Examine and assess

<p><i>of Science in Respiratory Care Program</i></p>	<p>addressing real-world health issues, administration, and decision-making. Addresses health communication approaches in the planning, implementation, and evaluation of health promotion and behavior change campaigns.</p>	<p>health promotion materials and behavior change campaigns.</p> <p>3. Research, design and cohesively present a team health promotion.</p>
<p>SOCI B10 – Intersectionality and Citizenship (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Exploration of the intersection of identities: race, ethnicity, socioeconomic class, gender, and citizenship status. Students will explore and analyze how race and ethnicity are socially constructed and intersect with identities such as class and gender. Provides students theoretical frameworks for assessing these constructs and their consequences.</p>	<ol style="list-style-type: none"> 1. Recognize and demonstrate a knowledge of sociological perspectives and theories relating to the social constructs of race and ethnicity in the United States. 2. Appraise the constructs of race and ethnicity in the context of intersectionality (the intersection of identities of race, ethnicity, gender, socioeconomic class, citizenship status). 3. Assess and articulate theories and concepts on race and ethnicity through written and verbal presentation. 4. Evaluate current social issues and debates regarding race and ethnicity through the use of the sociological imagination.

<p>SOSC B10 – Public Health Policy (3 units) <i>Hours/semester: 48-54 lecture. Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program</i></p>	<p>Exploration of health policy and management core topics in the study of health and health care delivery. An interdisciplinary approach will be used that emphasizes diverse perspectives on health care policy in the U.S. Students will develop an understanding of fundamental ideas and problems in the areas of health and medical care.</p>	<ol style="list-style-type: none"> 1. Appraise healthcare policy and programs from sociological, political, economic, legal, and ethical perspectives. 2. Summarize and discuss contemporary health policy problems and issues. 3. Develop and evaluate possible solutions to important healthcare problems.
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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 organization's 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 are expected to maintain student membership in these organizations. The mailing addresses for these organizations are:

<p>American Association for Respiratory Care (AARC) 9425 N. MacArthur Blvd. Suite 100 Irving, TX 75063-4706 USA Phone (972) 243-2272 Fax (972) 484-2720 E-mail: info@aarc.org</p>	<p>California Society for Respiratory Care (CSRC) 3868 Howe St. #1 Oakland, CA 94611 Email: office@csrc.org Toll Free: 888/730-CSRC (2772)</p>
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Students are also encouraged to request the following free publications.

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

CREDENTIALING AND LICENSURE

In California, two entities are involved in your ability to practice as a Respiratory Care Practitioner: the State of California Respiratory Care Board (RCB) and a peer organization, The National Board for Respiratory Care (NBRC). The state credential is a Registered Respiratory Care Practitioner (RCP), and the national credential is a Certified & Registered Respiratory Therapist (CRT & RRT). To qualify for state licensure, you are required to obtain the higher competency credential, RRT.

The NBRC also provides for competency credentials in the following areas:

- Adult Critical Care Specialist
- Certified and Registered Pulmonary Function Technologist
- Neonatal/Pediatric Specialist
- Sleep Disorder Specialist
- Asthma Educator- Certified
- Chronic Obstructive Pulmonary Disease Educator

Addresses for the two credentialing organizations are:

<p><u>California Licensing Board (RCB)</u> Respiratory Care Board of California</p> <p>3750 Rosin Court, Suite 100 Sacramento, CA 95834</p> <p>Toll Free: (866) 375-0386 Phone: (916) 999-2190 Fax: (916) 263-7311</p> <p>Email: rcbinfo@dea.ca.gov</p> <ul style="list-style-type: none"> ● The Respiratory Care Board is open Monday - Friday from 8am - 5pm, with the exception of State Holidays. 	<p><u>National Credentialing Board</u> National Board for Respiratory Care (NBRC)</p> <p><i>NBRC Executive Office</i> 10801 Mastin Street, Suite 300 Overland Park, KS 66210</p> <p>Toll Free: 888.341.4811 Phone: 913.895.4900 Fax: 913.712.9283</p> <p>Email: info@nbrc.org</p>
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COUNSELING, FINANCIAL AID, and CAMPUS RESOURCES

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 to handle stress. Do not hesitate to contact your counselor early. Do not hesitate to talk to the program director or other faculty members.

The counselor assigned to the BSRC program is:

Lorraine DeMello
demellol@smccd.edu
650-738-4424

FINANCIAL AID

Due to the academic demands of the respiratory care program, work life balance can still be difficult even with the flexible schedule options. The college does recognize that many students may have financial obligations necessitating work. If you are challenged with finances, there are grants and loans that may be available to you. To assess qualification for financial aid support, **please contact the Financial Aid Office.**

Scholarships also exist for respiratory care students. Here is a partial list:

- American Association for Respiratory Care
- Breathe California – Bay Area
- California Society for Respiratory Care
- California Thoracic Society
- Kaiser Scholarship Foundation and Loan Program
- Grove Scholars Program

Please contact the program director for more information regarding scholarships.

CAMPUS RESOURCES

As Skyline Students you have the option to utilize SparkPoint services and resources to achieve financial stability.

- SparkPoint services and resources are bundled and sequenced to make the most of what we have to offer, and they are integrated with the network of Student Services provided by Skyline College.
- This site provides information about SparkPoint Services -- contact SparkPoint if you have any additional questions!

○ **SparkPoint at Skyline College**

<p><u>Address:</u></p> <p>Building 1, Floor 2 Room 1-214 San Bruno, CA 94066 Phone#: 650-738-7035</p>	 <p>SparkPoint Flyer</p>
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○ **Other Sparkpoint Services:** <https://skylinecollege.edu/sparkpoint/>

- This includes but not limited to:
 - Public benefits support
 - Student food grants
 - Free groceries
 - Tax services
 - Grove Scholars Program
 - Legal clinic and more

Office Hours

Monday - Thursday: 8:00am - 4:30pm

Friday: 8:00am - 1:00pm

Skyline College Respiratory Care Practitioner Program Code of Conduct

All students enrolled in the Skyline College Associate and/or Bachelor Degree Respiratory Care Program are expected to strictly adhere to the Skyline College Student and Due Process Policy and the Student Rules for Student Conduct. In addition, students who are enrolled in the Skyline College Associate and/or Bachelor Degree Program must adhere to a strict code of conduct because of the nature of the program of study.

Students who are seeking to become health care professionals and Respiratory Care Leaders must demonstrate behavior consistent with that of a respiratory care practitioner. As such, all students enrolled in the Skyline College Associate and/or Bachelor Degree Respiratory Care Program are expected to conduct themselves at all times as professionals while in the classroom, the simulated clinical setting and the hospitals/clinical agencies with which the program has an affiliation, and in the allied health and instructors offices.

Students are expected to display courteous and respectful behavior when interacting with each other, clinical instructors, the program directors and staff, employees of affiliated hospitals/clinical agencies and other members of the health team whether in person or remote learning. All students are expected to conduct themselves in a manner that demonstrates respect for the rights and responsibilities of other students, instructors, administrators, clerical staff, hospital/clinical agency administrators and employees, other members of the health care team and clients/patients and their families and visitors.

Students must adhere to rules and regulations of the San Mateo County College District, Skyline College, and the Skyline College Associate and/or Bachelor Degree Respiratory Care Practitioner Program Conduct.

Conduct which may result in disciplinary action includes but is not limited to the following:

1. Field Violations

1. Theft of the College or Hospital/Clinical Agency property
2. Violation of Patient/Client confidentiality (HIPAA)
3. Leaving the clinical agency or simulated lab without reporting off as instructed (i.e. Patient Abandonment)
4. Tape recording, using electronic listening or copying or data collection devices to record medical information about clients/patients or their families, improper use of information including information contained in hand written notes, PDA or other data collection methods obtained for use to prepare or care for assigned patients.
5. Photocopying any document without his/her knowledge or consent;
6. Tape recording an instructor without his/her knowledge or consent;

7. Improper use of tape recordings permitted because of a documented disability requiring the use of tape recorders.
8. Violation of Skyline College Associate and/or Bachelor Degree Respiratory Care Practitioner Program HIPAA Policy.
9. Physical or verbal insults; threats of profanity, ethnic or racial slurs, or unprofessional interactions or comments with other students, faculty, staff, clients/patients agencies, the simulated clinical laboratory, computer laboratory, facility staff, any healthcare providers, administration, and other stakeholders.
10. Violation of any [AARC Code of Ethics](#)

2. Academic Violations

1. Violation noted under the [Academic Integrity and Honesty Bylaws](#). This includes but not limited to: Cheating, plagiarism (including self-plagiarism without proper citation), alteration or misuse of college or hospital/clinical agency documents, records, equipment or computer data.
2. Physical or verbal insults; threats of profanity, ethnic or racial slurs, or unprofessional interactions or comments with other students, faculty, staff, clients/patients agencies, the simulated clinical laboratory, computer laboratory, classrooms, virtual meetings, online discussions, in any digital platform, or in the program or faculty offices.
3. Violation of district [Student Code of Conduct Bylaws](#)
4. Verbal or physical behavior which obstructs or disrupts teaching, learning, patients/clients care, or the administration of the respiratory care program.
5. Disruption of in-person or online learning to peers and the program.
6. Furnishing false or misleading or altered information or documents to the Skyline College Associate and/or Bachelor Degree Respiratory Care Practitioner Program or instructors.
7. Violation of Colleges [Policies and Procedures from Student Handbook](#).
8. Violation of [Student Privacy Rights](#)

ASSIGNMENTS, PROJECTS, and PARTICIPATION

- Timely completion of assignments and projects is important for success in the teaching and learning environment for you and your student colleagues.
- Most assignments are designed to be completed individually. Nonetheless, some assignments are collaborative in nature and require timely and best effort completion for individual, group, and class learning.
 - For example, discussion board assignments require timely participation from all students to maximize collaborative learning.

- Some assignments will be assigned in a group format and require students to collaborate as a team.
 - The instructors will define expectations for assignments and projects and attach grading elements to account for these expectations, reflective professional standards, comprehension, and timelines
 - We encourage you to facilitate effective communication with your instructor, teammates, and support personnel when you have questions or need clarification with any of these expectations.
- The instructor will clearly define expectations for class. Please ensure to read each of your course's syllabus to set your expectations, and be better prepared for the length of each course.
- For any meetings and conferences, be on time and be prepared to engage.

RETURNING B.S. DEGREE STUDENT POLICY

We understand that on occasion, students accepted into the BS Degree program may have to take a leave from coursework. Students in the process of completing their Upper Division coursework may return at any time to complete their classes. Please note that you must have completed any required prerequisite classes as stated in the course catalog.

Each student case will be evaluated individually.

ACADEMIC RECORD

Applicable academic records are available on a need to know basis to the program director, faculty, counselor, and program services coordinator for evaluation of student academic standing as needed for the program.

ACADEMIC REQUIREMENTS

Grades are not always a full reflection of the quality of respiratory practitioner you will be. They do help program faculty determine which students have retained information necessary to practice safely, hence a minimum grade of "C" is required in all classes.

Options to continue the program for students unable to attain "C" grades will be assessed and developed by the Program Director.

The Programs Director's decision regarding a student continuing 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's substandard academic performance.
3. Resolution or potential for resolution for improved student performance.
4. The student success plan must be developed in order to be considered for continued progression.
5. The faculty's judgment on the student's potential to successfully complete program instruction.

Etiquette & Netiquette

You are a Respiratory Care Practitioner even in the virtual environment. Faculty, staff, and student colleagues are expected to practice a professional and supportive attitude even when discourse (difference of opinion or disagreement) manifests.

The netiquette guidelines that govern behavior when communicating on the Internet have become known as netiquette. Netiquette covers not only rules of behavior during discussions but also guidelines that reflect the unique electronic nature of the medium. We must remember that our time online is also someone else's time online and we must respect their time and privacy. In order to communicate effectively and properly in our online environment, we will adhere to the following rules:

1. Avoid typing in all caps. This is the same as shouting and it is not polite to shout.
2. Do not plagiarize. If you use someone else's work, give credit where credit is due.
3. Keep personal information personal.
4. Avoid foul language. Remember this is a professional forum, put your best foot forward.
5. Use effective and appropriate punctuation, grammar, and spelling.
6. Read First. Take the time to read through the questions and assignments before you post and/or ask questions. The answer you seek may be in the reading.
7. Be kind. Although online offers some anonymity, there is a face behind the screen name. Make sure to be respectful in your comments, even if you disagree.

STUDENT RELATIONSHIPS

Throughout the program, students will share a multitude of experiences. It's important for students to understand that there is no need for competition among peers. Some students may have more knowledge about respiratory care, while others may have less. It's essential to recognize that nobody, including instructors, knows everything.

The primary goal is to support, teach, and learn from one another. Both students and faculty collaborate to build lasting relationships that extend beyond the two-year program duration. Students are encouraged to address instructors by their names or titles, fostering a professional and supportive environment conducive to success.

Furthermore, the program offers a Respiratory Care Club as part of the Student Organizations and Clubs at Skyline College. Students are encouraged to participate in these extracurricular activities, as they provide opportunities for academic growth and the development of leadership and professional skills essential for becoming effective practitioners and leaders in healthcare.

Guidelines When Using Artificial Intelligence (AI) as a Student

As technology advances, so does academia. Some good rules of thumb for using AI in academia as a student are to supplement, not replace, your learning and critical thinking skills. While AI tools can offer valuable assistance with tasks like research, data analysis, and study organization, they should not be relied upon as a substitute for understanding the material or developing your own insights. Remember, you're the conductor; AI is your assistant, not your boss!

Here are more guidelines for using AI during your journey to complete your BSRC program:

1. **Use AI as a tool, not a crutch:** AI can help streamline certain tasks and provide additional resources, but it's important to engage actively with the material and develop your understanding independently.
2. **Verify and cross-reference:** Double-check the accuracy and reliability of AI-generated information, especially when using it for research or academic writing. Cross-reference with reputable sources to ensure the information is accurate and up-to-date.
3. **Understand the limitations:** Recognize that AI algorithms may have biases or limitations based on the data they are trained on. Be aware of these limitations and use critical thinking skills to evaluate the information provided.
4. **Maintain academic integrity:** When using AI tools for writing or generating content, ensure that you're not plagiarizing or violating academic integrity policies. Use AI-generated content as a starting point and then modify and cite it appropriately. Do not forget to credit your sources.
5. **Seek guidance when needed:** If you're unsure about how to use AI tools effectively or ethically, don't hesitate to seek guidance from professors, librarians, or academic advisors. They can provide valuable insights and support in navigating the use of AI in academia.

Overall, approach the use of AI in academia with a balanced mindset, combining the benefits of technology with traditional learning methods and critical thinking skills.

~End~