

**Stony Brook University
School of Health Professions**

**Respiratory Care Program and
Polysomnography Specialty Option
2023 Student Manual
Class of 2024 and 2025**



**Stony Brook
University**

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Introduction

This manual is designed to provide information and serve as a resource for most questions and school situations you may encounter as a faculty with the Respiratory Therapy program. These policies and procedures provide direction for faculty while employed in the School of Health Professions (SHP) and for students as they progress through the program. It is the faculty and the student's responsibility to read, understand, and abide by the policies.

Respiratory Care Program Mission Statement and Goals

Mission: The mission of the Stony Brook University Respiratory Care Program is to offer the highest quality medical education and clinical skills in a learning environment that fosters critical thinking, encourages professional leadership, inspires research, and instills a strong appreciation of ethical values and human diversity. This multifaceted program emphasizes critical care, acute care, neonatal/pediatrics, cardiac care, home care, polysomnography, and pulmonary diagnostics. Utilizing the standards established by the Commission on Accreditation for Respiratory Care (CoARC), the established curriculum provides students with the opportunity to develop the knowledge, skills, and attitudes necessary to be outstanding patient care providers and encourages them to improve the overall health throughout their surrounding communities.

For students who enter the Polysomnography Specialty Option (PSO), our goal is to prepare practitioners with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of polysomnographic technology practice as performed by sleep disorders specialists.

Goals:

1. To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
2. To prepare leaders for the field of respiratory care by including curricular content with objectives related to the acquisition of skills in one or more of the following: management, education, research and advanced clinical practice (which may include an area of clinical specialization).
3. To prepare sleep disorder specialists with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of polysomnography practice as performed by sleep disorder specialists (SDS).

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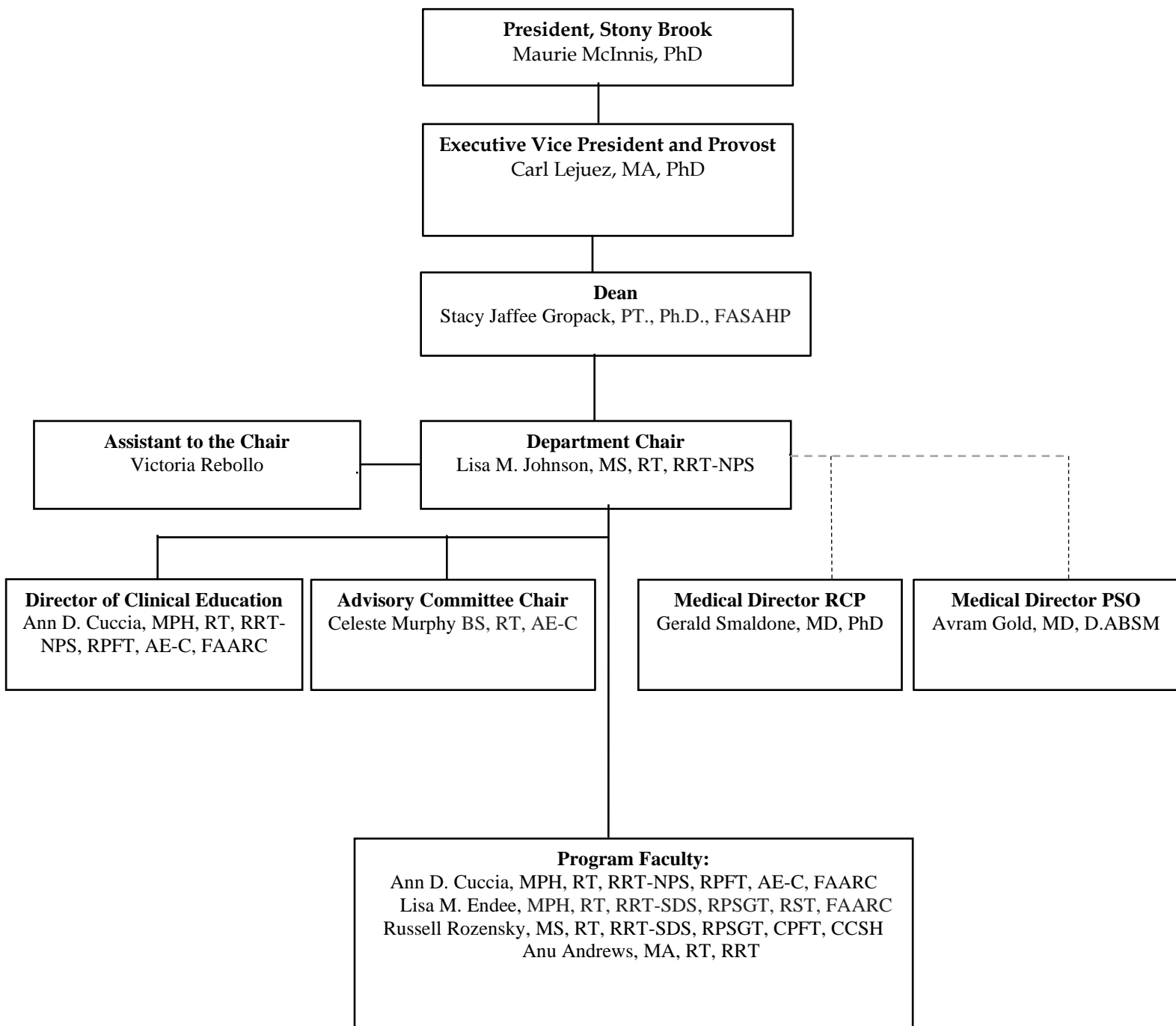
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Respiratory Care Program and Polysomnography Specialty Option Organization Chart



Accreditation

The Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) [www.coarc.com] located at 264 Precision Blvd, Telford, TN 37690, (817) 283-2835. The Respiratory Care Program is also an education program approved by the New York State Department of Education.

Stony Brook University is accredited by Middle States Commission on Higher Education Accreditation (last reaffirmed 06/26/14) located at 3624 Market Street, 2nd Floor West, Philadelphia, PA, 19104, Telephone: (267) 284-5000, www.msche.org.

Credentialing Exams

Graduates are eligible and required to take the National Board for Respiratory Care examinations to become a Certified Respiratory Therapist (CRT) and a Registered Respiratory Therapist (RRT). Please visit www.NBRC.org for further information, exam eligibility, and requirements. Graduates of the PSO are eligible to take the National Board for Respiratory Care examinations to become a Sleep Disorders Specialist (SDS) and the Board of Registered Polysomnographic Technologists examinations to become either a Certified Polysomnographic Technician (CPSGT) or a Registered Polysomnographic Technologist (RPSGT). Please visit www.BRPT.org for further information, exam eligibility, and requirements.

Graduates will also need to apply to the New York State Department of Education to obtain a license to practice as a Respiratory Therapist in New York State. Please visit: www.op.nysed.gov for further information.

AARC Statements

AARC Statements Position Statement of Cultural Diversity and Inclusion

The American Association for Respiratory Care (AARC) professional community embraces diversity and equity in all its forms promoting respect, cultural humility, and inclusion in every facet of its mission. The AARC is enriched by the difference and uniqueness found among its diverse members, their patients/clients/customers, and additional stakeholders. The AARC values and embraces equitable opportunity and respect for personal cultural backgrounds to enhance our profession. The AARC accomplishes this by:

- Demonstrating openness to and acceptance of all forms of diversity and multiculturalism including, but not limited to age, gender and gender identity, race, accessibility, ethnicity, nationality and national origin, ancestry, religious affiliation, sexual orientation, socioeconomic status, political affiliation, physical and mental abilities, veteran and active armed service status, job responsibilities/experience, education, and training.
- Acknowledging the varied beliefs, attitudes, behaviors, and customs of the people that constitute its communities of interest, thereby creating a diverse, equitable, and inclusive professional environment.
- Promoting an appreciation for communication between, and understanding among, people with varied beliefs and backgrounds.
- Being accessible to all abilities at events and activities.
- Using multicultural and equitable content and gender-neutral references in documents and publications.
- Promoting diversity and inclusion through education and cultural humility in its educational programs.
- Actively recruiting candidates from minoritized groups for leadership and mentoring programs.

Effective 12/94, Revised 12/07,04/13,
Reaffirmed 07/10,
Revised 07/18, **Revised 1/23**

<https://www.aarc.org/wp-content/uploads/2023/04/statement-of-diversity-and-inclusion.pdf>

AARC Statement of Ethics and Professional Conduct

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

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

<https://www.aarc.org/wp-content/uploads/2017/03/statement-of-ethics.pdf>

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

Roles and Responsibilities

Program Director Job Description

The Program Director of the Respiratory Care Program (RCP) and Polysomnography Specialty Option (PSO) must be properly credentialed with a valid Registered Respiratory Therapist (RRT) credential and current New York State license to practice Respiratory Therapy. The Program Director must have earned at least a baccalaureate degree from an academic institution accredited by a regional or national accrediting agency that is recognized by the U.S. Department of Education (USDE). The Program Director must have a minimum of four (4) years' experience as a Registered Respiratory Therapist; of which at least two (2) years must include experience in clinical respiratory care. The Program Director must have a minimum of two (2) years' experience teaching in an accredited respiratory care program either as an appointed faculty member or as a clinical preceptor. The administrative responsibilities of the Program Director of the Respiratory Care Program are described below. Specific responsibilities include:

Program Planning

- Assures that goals, objectives, and clinical objectives of the program are developed.
- Convenes the Advisory Committee at least annually, reporting on current status, discussing areas of concern, and soliciting feedback for proposed programmatic changes/improvements.
- Meets regularly with the Director of Clinical Education and the medical directors of the Respiratory Care Program (RCP) and Polysomnography Specialty Option (PSO) to discuss the ongoing programmatic and clinical goals and objectives.
- Keeps up to date on the national trends that affect the RCP and PSO.
- Involves RCP and PSO faculty in the development of the goals and objectives for these programs.
- Involves students with the establishment of the goals and objectives for the RCP and PSO.
- Meets with the Dean of the School of Health Professions (SHP) to discuss program plans and needs.
- Oversees program advising and marketing activities, in consultation with program faculty.

Organization/Coordination

- Develops teaching assignments in conjunction with the faculty.
- Assumes responsibility for all didactic and clinical phases of the RCP and PSO.
- Ensures that student records are current.
- Communicates with both students and faculty regarding the needs and goals of the RCP and PSO.
- Assumes responsibility for all aspects of the graduation clearance process.
- Assumes responsibility for all aspects of program admissions and oversight of admissions faculty/staff.
- Assists with recruitment efforts for prospective students, faculty, staff, and guest lecturers.
- Provides review and approval for research and special projects in consultation with the research coordinator.
- Provides review and approval for new programs in consultation with the faculty, medical director, advisory board and Dean of SHP.
- Reviews and approves all time and attendance for program faculty and staff.
- Oversees academic advising for freshman declared majors.
- Interacts with alumni and current students regarding job placement information and concerns.

Faculty/Staff Development

- Assists faculty in the development of their teaching techniques.
- Reviews course syllabi to ensure compliance with accreditation, School and University policies
- Assists faculty in the development of their research/professional goals.
- Coordinates the interview process and hiring of all prospective RCP and PSO faculty.
- Assumes responsibility of or assists with orientation of new and adjunct faculty to the policies and procedures of the Department, School, and University.
- Oversees faculty review of advisees.

Departmental Budgeting

- Works with the Dean of SHP and the faculty in developing the short and long term budgeting needs of the program.
- Prepares an annual programmatic needs assessment and presents it at the advisory board meeting.
- Prepares an annual capital equipment and equipment replacement list for the program and presents it at the advisory board meeting.
- Prioritizes equipment needs and recommends new equipment purchases and capital equipment expenditures to the Dean of SHP.
- Reviews and prioritizes all program expenditures, including equipment purchases, contracts, rentals, and hiring of faculty and staff and capital equipment expenditures.

Program Evaluation

- Coordinates all program components with the faculty and staff.
- Ensures that all faculty, student, alumni, employer, and advisory committee data is collected and analyzed annually.
- Ensures that the RCP and PSO goals and standards are evaluated and that the feedback is implemented into action plans for change.
- Coordinates and is responsible for all required CoARC reports.
- Prepares all reaccreditation documents and ensures that the goals and standards have been met.

Faculty Evaluation

- Annually evaluates the teaching effectiveness of RCP and PSO faculty using department course evaluations and resource assessment data.
- Annually evaluates the positions of the DCE and medical directors of the RCP and PSO using resource assessment data.
- Ensures that faculty course evaluations are complete and feedback is provided.

Advising

- Review the academic record of their assigned advisees and monitor their progress throughout the program.
- Provide the first level of counseling for both academic and non-academic issues and refer their assigned advisees for additional assistance as needed.
- Provide graduation clearance for their advisees, including: a review of the advisee's transcript to ensure that all courses and requirements have been successfully completed; and that the profession activity journal has been submitted with the minimum amount of points to achieve graduation clearance.

Director of Clinical Education Job Description

The Director of Clinical Education (DCE) of the Respiratory Care Program (RCP) and Polysomnography Specialty Option (PSO) must be properly credentialed with a valid Registered Respiratory Therapist (RRT) credential and current New York State license to practice Respiratory Therapy. The Director of Clinical Education must have earned at least a baccalaureate degree from an academic institution accredited by a regional or national accrediting agency that is recognized by the U.S. Department of Education (USDE). The Director of Clinical Education must have a minimum of four (4) years' experience as a Registered Respiratory Therapist; of which at least two (2) years must include experience in clinical respiratory care. The Director of Clinical Education must have a minimum of two (2) years' experience teaching in an accredited respiratory care program either as an appointed faculty member or as a clinical preceptor. The responsibilities of the Director of Clinical Education are described below. The Director of Clinical Education oversees all the clinical education activities within the Respiratory Care Program. Specific responsibilities include:

Clinical Faculty

- Initiates all clinical faculty appointments in consultation with the program chair.
- Supervises and coordinates the clinical faculty of the hospital affiliates and plans the activities for each clinical.
- Meets with the clinical faculty at least once during the academic year.
- Evaluates the quality, contribution and appropriateness of all clinical faculty and/or staff participating in clinical instruction and provides in-service or seminars to improve the quality of that instruction. This evaluation will be both informal and formal and will be drawn from student evaluations and evaluations from the Director of Clinical Education.
- Notifies the clinical faculty of any curriculum changes so that they can be incorporated into each clinical.
- Oversees the New York State clinical preceptor continuing education credit process.

Clinical Practice

- In consultation with the program director and medical director, insures that instruction in the clinical affiliates is properly coordinated and that all students receive adequate medical and technical instruction, patient exposure and learning experiences to successfully complete each clinical objective.
- Assigns and schedules all students who have met the prerequisites to a clinical site, including health clearance, HIPAA compliance, malpractice insurance, etc.
- Notifies each clinical affiliate of the dates, schedule of events and student names participating in each clinical.
- Integrates each clinical with the curriculum, goals and objectives of the Respiratory Care Program.
- Plans and evaluates all physician input that occurs during the clinical, in conjunction with the clinical faculty, their medical directors, and the medical directors of the Respiratory Care and Polysomnography Specialty Option programs.

Student Evaluation

- Regularly schedules visits to the clinical affiliates in order to counsel students or evaluate their skill competence as outlined in each clinical passport.
- In consultation with program faculty and clinical faculty, assures that a clinical grade has been recorded based on the criteria outlined in each clinical passport.

General Responsibilities

- Responsibility for all aspects of clinical education (all problems/issues regarding clinical education should be directed to the Director of Clinical Education).
- Provides informal and formal data regarding clinical instruction to the program director and together with the medical director evaluates all phases of the clinical component of the program.
- Investigates ways to enhance/increase student/physician contact.
- Updates CoARC clinical information on an ongoing basis.
- Makes appointments for clinical site visitations.
- Reviews clinical site/rotation evaluation forms and makes adjustments as required.
- Reviews student clinical records.
- Promotes professionalism and quality patient care within the clinical affiliates.
- Provides the clinical affiliates with in-service education and preceptor training as needed.
- Encourages questions, comments and suggestions concerning clinical education.
- Keeps the program director and medical director informed of all data regarding clinical education.
- Distributes the clinical schedule to faculty, staff, and students.
- Coordinates and is responsible for all accreditation standards regarding clinical education.

Advising

- Review the academic record of their assigned advisees and monitor their progress throughout the program.
- Provide the first level of counseling for both academic and non-academic issues and refer their assigned advisees for additional assistance as needed.
- Provide graduation clearance for their advisees, including: a review of the advisee's transcript to ensure that all courses and requirements have been successfully completed; and that the profession activity journal has been submitted with the minimum amount of points to achieve graduation clearance.

Faculty Job Description

The faculty of the Respiratory Care Program (RCP) and Polysomnography Specialty Option (PSO) must be properly credentialed with a valid Registered Respiratory Therapist (RRT) credential and current New York State license to practice Respiratory Therapy. Faculty must have a minimum of four (4) years' experience as a Registered Respiratory Therapist; of which at least two (2) years must include experience in clinical respiratory care. Faculty must have a minimum of two (2) years' experience teaching in an accredited respiratory care program either as an appointed faculty member or as a clinical preceptor. The responsibilities of the Respiratory Care Program faculty are described below. Faculty responsibilities include: teaching, clinical supervision, professional service, research, and other scholarly activities. Specific responsibilities include:

Teaching

- Faculty will be assigned to teach both lecture and laboratory courses by the Respiratory Care program director.
- Faculty will be responsible for effectively teaching and coordinating all aspects of the assigned coursework. This includes creating all course syllabi, handouts, presentations, lab sessions, and examinations.
- Faculty must enter grades for all courses taught and must submit grades in a timely fashion per university policy.
- Faculty are expected to review the content of the latest board exams for their programs to assure that the content taught in each course is up to date and is coordinated with other respiratory care program curriculum.
- Faculty must follow the policies and procedures of the respiratory care program, school and university.

Clinical Supervision

- Respiratory Care faculty will be assigned students during their clinical rotations and will regularly schedule visits to the clinical affiliates in order to counsel students or evaluate their skill competence as outlined in each clinical passport.
- Respiratory Care faculty will assure that a clinical grade has been recorded based on the criteria outlined in each clinical passport.
- All problems/issues regarding clinical education should be directed to the either the Director of Clinical Education of the Respiratory Care Program for clinicals in the Respiratory Care Program and Polysomnography Specialty Option.

Professional Service, Research, and other Scholarly Activities

- The faculty will serve on school, and university committees as requested.
- The faculty are encouraged to be involved with other professional service at local, state, national, and international levels.
- The faculty are encouraged to be involved in research and other scholarly activities, as course workload permits.

Advising

- Faculty must review the academic record of their assigned advisees and monitor their progress throughout the program as requested by the Respiratory Care program director.
- Faculty must inform the Respiratory Care program director of any academic standing issues of their advisees.
- Faculty should provide the first level of counseling for both academic and non-academic issues and refer their assigned advisees for additional assistance as needed.
- Faculty will provide graduation clearance for their advisees, including: a review of the advisee's transcript to ensure that all courses and requirements have been successfully completed; and that the profession activity journal has been submitted with the minimum amount of points to achieve graduation clearance.

Polysomnography Specialty Option Faculty Job Description

The primary faculty of the Respiratory Care Program (RCP) and Polysomnography Specialty Option (PSO) must be properly credentialed with a valid Registered Respiratory Therapist (RRT) credential and current New York State license to practice Respiratory Therapy. Faculty must have a minimum of four (4) years' experience as a Registered Respiratory Therapist; of which at least two (2) years must include experience in clinical respiratory care. The faculty must also have practiced in the field of sleep diagnostics and therapeutics for a minimum of four (4) years. Faculty must have a minimum of two (2) years' experience teaching in an accredited respiratory care program either as an appointed faculty member or as a clinical preceptor. The responsibilities of the primary faculty Respiratory Care Programs' Polysomnography Specialty Option are described below. Faculty responsibilities include: teaching, clinical supervision, professional service, research, and other scholarly activities. Specific responsibilities include:

Teaching

- Faculty will be assigned to teach both lecture and laboratory courses by the Respiratory Care program director.
- Faculty will be responsible for effectively teaching and coordinating all aspects of the assigned coursework. This includes creating all course syllabi, handouts, presentations, lab sessions, and examinations.
- Faculty must enter grades for all courses taught and must submit grades in a timely fashion per university policy.
- Faculty are expected to review the content of the latest board exams for their programs to assure that the content taught in each course is up to date and is coordinated with other respiratory care program curriculum.
- Faculty must follow the policies and procedures of the respiratory care program, school and university.

Clinical Supervision

- Respiratory Care faculty will be assigned students during their clinical rotations and will regularly schedule visits to the clinical affiliates in order to counsel students or evaluate their skill competence as outlined in each clinical passport.
- Respiratory Care faculty will assure that a clinical grade has been recorded based on the criteria outlined in each clinical passport.
- All problems/issues regarding clinical education should be directed to the Director of Clinical Education of the Respiratory Care Program for clinicals in the Respiratory Care Program and Polysomnography Specialty Option.

Professional Service, Research, and other Scholarly Activities

- The faculty will serve on school and university committees as requested.
- The faculty are encouraged to be involved with other professional services at local, state, national, and international levels.
- The faculty are encouraged to be involved in research and other scholarly activities, as course workload permits.

Advising

- Faculty must review the academic record of their assigned advisees and monitor their progress throughout the program as requested by the Respiratory Care program director.
- Faculty must inform the Respiratory Care program director of any academic standing issues of their advisees.
- Faculty should provide the first level of counseling for both academic and non-academic issues and refer their assigned advisees for additional assistance as needed.
- Faculty will provide graduation clearance for their advisees, including: a review of the advisee's transcript to ensure that all courses and requirements have been successfully completed; and that the profession activity journal has been submitted with the minimum amount of points to achieve graduation clearance.

Medical Director of Respiratory Care Program Job Description

The Medical Director of the Respiratory Care Program must be properly credentialed with valid certification by the American Board of Internal Medicine and a current New York State license to practice medicine. The Medical Director must be board certified in Critical Care Medicine, Pulmonary Disease, or Internal Medicine. The Medical Director must work at least part time in a critical care or pulmonary medicine setting in an affiliated hospital or medical center and have a minimum of 2 years teaching experience in an educational institution (college or university).

Program Planning

- Collaborates with the program director, director of clinical education, medical director of the Polysomnography Specialty Option and other Respiratory Care Program faculty in developing the goals, standards and objectives for the Respiratory Care Program.
- Meets with the program director, director of clinical education, and medical director of the Polysomnography Specialty Option to discuss curricular/clinical issues on a regular basis.
- Assists the director of clinical education in the prospective planning of all physician participation in the clinical education component of the Respiratory Care Program.
- Corresponds with the medical director of the Polysomnography Specialty Option and the clinical affiliate medical directors regarding the medical/physician needs of the Respiratory Care Program.

Organization/Coordination

- Communicates with program director, director of clinical education, faculty, and students regarding the appropriateness of the clinical objectives of the Respiratory Care Program.
- Ensures that there is adequate pulmonary physician involvement in the didactic component of Respiratory Care Program.

Faculty/Student Development

- Participates in ongoing clinical education of the students while on clinical service.
- Participates in ongoing medical education of the faculty in the Respiratory Care Program.

Program Evaluation

- Collaborates with the program director, director of clinical education, and medical director of the Polysomnography Specialty Option in the ongoing evaluation of the didactic and clinical components of the Respiratory Care Program.
- Collaborates with the program director, director of clinical education, and medical director of the Polysomnography Specialty Option in the ongoing evaluation of the physician input component of the Respiratory Care Program.

Faculty Evaluation

- Evaluates the quantity of all physician instruction in the Respiratory Care Program.
- Participates in the annual evaluations of the program director, director of clinical education, program faculty, and medical director of the Polysomnography Specialty Option.

Medical Director of Polysomnography Specialty Option Job Description

The Medical Director of the Respiratory Care Program Polysomnography Specialty Option must be properly credentialed with valid certification by the American Board of Internal Medicine and a current New York State license to practice medicine. The Medical Director must be board certified in Sleep Medicine. The Medical Director must work at least part time in a sleep medicine setting in an affiliated hospital or medical center and have a minimum of 2 years teaching experience in an educational institution (college or university).

Program Planning

- Collaborates with the program director, director of clinical education, medical director of the Respiratory Care Program and other Respiratory Care Program faculty in developing the goals, standards and objectives for the Polysomnography Specialty Option.
- Meets with the program director, director of clinical education, and medical director of the Respiratory Care Program to discuss curricular/clinical issues on a regular basis.
- Assists the director of clinical education in the prospective planning of all physician participation in the clinical education component of the Polysomnography Specialty Option.
- Corresponds with medical director of the Respiratory Care Program regarding the medical/physician needs of the Polysomnography Specialty Option.

Organization/Coordination

- Communicates with program director, director of clinical education, faculty, and students regarding the appropriateness of the clinical objectives of the Polysomnography Specialty Option.
- Ensures that there is adequate pulmonary physician involvement in the didactic component of Polysomnography Specialty Option.

Faculty/Student Development

- Participates in ongoing clinical education of the students while on clinical service.
- Participates in ongoing medical education of the faculty in the Polysomnography Specialty Option.

Program Evaluation

- Collaborates with the program director, director of clinical education, and medical director of the Respiratory Care Program in the ongoing evaluation of the didactic and clinical components of the Polysomnography Specialty Option.
- Collaborates with the program director, director of clinical education, and medical director of the Respiratory Care Program in the ongoing evaluation of the physician input component of the Polysomnography Specialty Option.

Faculty Evaluation

- Evaluates the quantity of all physician instruction in the Polysomnography Specialty Option.
- Participates in the annual evaluations of the program director, director of clinical education, program faculty, and medical director of the Respiratory Care Program.

Advisory Committee Chair

An Advisory Committee Chair shall be elected by a majority of the advisory committee members. It is strongly recommended that the Chair should be from outside the College or University and a member from within the communities of interest. The Chair will ensure that the Committee provides coordination, advice and support for the program by assisting with the following:

- Conduct advisory committee meetings at least annually.
- Conduct special advisory committee meetings as necessary.
- Appoint sub-committees, Ad Hoc committees or task forces for special projects.
- Act as a liaison to community organizations interested in the support of respiratory care.
- Ensure proper documentation of advisory committee meeting minutes.
- Development of meeting agenda.

Advisory Committee

An Advisory Committee is a group of persons who are chosen from communities of interest to advise educators regarding an educational program. Committee members should provide advice and support to the program through regular attendance at scheduled meetings and participation in program issues throughout the year.

Specific functions of the Advisory Committee are to assist the program personnel in the following:

- Bridge the gap between the program and the community.
- Encourage up-to-date and relevant educational processes.
- Determine the need for a particular level of program in the community
- Review curriculum
- Facilitate the acquisition of necessary equipment, textbooks and related library and audio – visual material.
- Market the program.
- Locate qualified faculty.
- Job placement of graduates.
- Review of any changes to program goal(s), outcomes, and instructional effectiveness.
- Review substantive changes.
- Promote community service by Respiratory Care students.
- Ensure availability of appropriate clinical resources.
- Accreditation process.

Program Admission Criteria

Candidates for the respiratory care program must meet the upper-division admission requirements of the School of Health Professions. The requirements may be fulfilled through previously completed college studies. In addition to the general academic requirements for junior status in the School of Health Professions, candidates must have a minimum grade point average (GPA) of 2.5 and a minimum science GPA of 2.0. All prerequisite courses must be completed with a grade of C or better. Minimum required courses include: 3 credits English composition; 3 credits of arts; 3 credits of humanities; 3 credits of introductory (100 level) and 3 credits of intermediate or higher (200 – 400 level) social and behavioral sciences; 8 credits of anatomy and physiology (preferred) or Biology or; 8 credits of chemistry with labs, 4 credits of physics with a lab, and 3 credits of statistics. Science courses less than 10 years old are preferred. The program also requires students to be certified in Basic Life Support (BLS) offered by the American Heart Association (valid certification card required) prior to starting clinical rotations. To advance to junior status, Stony Brook students who declared a respiratory care major as freshmen must meet the requirements described above and successfully complete HAT 210 with a grade of B or higher.

Transferred Undergraduate Credits from Other Colleges & Universities

Individuals interested in the program are encouraged to review their courses completed at another institution by visiting the Academic and Transfer Advising Services at: <https://www.stonybrook.edu/commcms/advising/transferinfo/equivalencies/>. Individuals seeking assistance in reviewing of their courses for transfer credits are **strongly** encouraged to contact a respiratory care advisor at 631- 444 -3180.

Work Experience

The program does not accept work experience in lieu of required respiratory care course work. Students with previous respiratory care education would discuss with the Program Director the possibility of credit by challenge exam. Eligibility for the challenge exam can be based on life experience, previous coursework, and/or other appropriate qualifications. Contact the Program Director and please refer to the Credit by Challenge Exam Policy process in the 2023 SHP Student Handbook for Professional Programs for complete details: <https://healthprofessions.stonybrookmedicine.edu/students/incoming/orientation>

Respiratory Care Policy and Procedures - Academic Regulations

Course Grades: It is the policy of the Respiratory Care Program that students must pass all professional, basic science, core, and elective courses in order to be cleared for graduation. All students take a specific sequence of courses during their junior and senior years. The University's Graded/Pass/No Credit Option (GPNC) is not permitted for department courses. Unless otherwise stated in a departmental course syllabus, the final percent grade is assigned a letter grade as follows:

95 - 100% A	90 - 94% A-	87 - 89% B+	83-86% B	80 - 82% B -	77 - 79% C+
73 - 76% C	70 - 72% C-	66 - 69% D+	60 - 65% D	0 - 59% F	

For the purpose of determining grade point average, letter grades are assigned point values as follows:

	Grade	Quality Points
Superior	A	4.00
	A-	3.67
	B+	3.33
Good	B	3.00
	B-	2.67
	C+	2.33
Satisfactory	C	2.00
	C-	1.67
Minimum passing work	D+	1.33
	D	1.00
Failing work	F	0.00

Remediation:

1. Students should check with the course instructor and with their advisors if they are not doing satisfactory work in a course.
2. Program faculty will counsel students for academic performance, attendance and punctuality for courses and clinicals, unprofessional behavior, and inappropriate behavior, conduct, or dress; or failure to comply with the university or clinical faculty rules and regulations. Faculty will complete Counseling Form (See Appendix A) and provide a copy to student.
3. While most faculty have an open-door policy for any student concerns, more extensive appointments for further clarification of course material can be made with each course instructor.
4. Students having grading issues with program faculty are welcome to make an appointment with the Department Chair to review any concerns.

Grade Point Average: Students in the School of Health Professions are required to maintain a cumulative average as follows: Professional Courses (HAT) – 2.50 cumulative average and Overall average (all HSC courses) – 2.00 cumulative average. It is the responsibility of the students to check their own grades and averages, and to notify their advisors when they are having difficulty with courses, receive a grade that is less than satisfactory in a given course, or when their overall or professional average approaches unsatisfactory levels. Faculty will also check cumulative averages at appropriate intervals to ensure that minimum requirements have been met. Students who fall below the minimum may be placed on academic probation or terminated. Students should also be aware of the fact that some courses are prerequisites for other courses and if a required course is not successfully passed with a D or better, then continuation in the program is based on a complete academic review and recommendation to the Dean.

Grade Grievance/Appeals Procedure

The course instructor is the main authority with respect to a student's proficiency and grade in a course. If you disagree with a grade your course instructor gave you, the first thing to do is to be sure that you understand the basis of the grade. Good grades are a reflection of the quality of your effort in the course. Check the syllabus to see how grades are determined: the grading criteria. There could be a number of reasons for an incorrect grade:

- The grading key was wrong
- Some of your work wasn't graded
- The formula used to calculate the grade was incorrectly applied or didn't follow the syllabus
- Your grade was incorrectly recorded

When you feel you have been assigned an incorrect grade, here is the process you should follow:

- If the grade you received for a test, quiz, lab assignment, etc., should be discussed with the instructor.
- Review the graded item and discuss the answers.
- If the grade you received for the activity was not the grade you feel was appropriate after reviewing the assignment, you should contact the Program Director/Department Chair to discuss the grade further.
- Students who wish to appeal a final course grade must initiate the process with the course instructor **within 30 business days** of the grade being officially posted on Solar.
- The written request must be submitted via email to the course instructor and must include the student's name and SB #, course name and number, faculty name, the final grade, the reason for the appeal, any other pertinent information and a request for a meeting with the course instructor.
- Meet with the course instructor and go over your case. Most course instructors will have no problem correcting an obvious error in grading. Where you might have an issue will be when the course instructor is involved. Grade determination is the prerogative of the course instructor.
- Send a follow-up email to the course instructor if you do not receive a response within 7 business days to your meeting request.
- Contact the Program Director/Department Chair if you still did not receive a response from the course instructor within 14 business days from your original request, with a cc to the course instructor.
- The one exception is if the course instructor is also the Program Director/Department Chair, contact the Associate Dean of SHP, if you still did not receive a response from the course instructor within 14 business days from your original request, with a cc to the course instructor.

In order to challenge a grade, you will need to keep records of all graded exams, papers, emails and assignments. As it is program policy, students do not get to keep copies or originals of exams. Faculty are required to keep all documents for 7 years; thus, all exams, papers, and assignments will be available. Don't make any changes on graded work.

Failing Work: Students receiving a grade of "F" in any course, except HBA 461 – Regional Human Anatomy (**see note below**), may be subject to termination from the program. Please refer to the SHP academic policies and procedures concerning academic standing, termination, and appeal listed in the first section of your student orientation handbook. ***Please note:*** HBA 461 – Regional Human Anatomy is a prerequisite for all program courses. This course must be successfully passed with a minimum grade of "D" to continue in the program. Failure to earn a passing grade in HBA 461 will result in termination from the Respiratory Care Program.

Communication with Students and Program Faculty/Staff: All students will be assigned a Stony Brook email account. Email correspondence between faculty/staff and students will occur using **only** the student's Stony Brook email account. It is the student's responsibility to ensure that this account is working and monitored frequently (we suggest checking your email daily). Missing emails will not be an excuse for missing classes, exams, clinicals, or other program correspondence.

Attendance in Courses: Attendance and punctuality for all courses is mandatory. All instructors are encouraged to take attendance and keep track of lateness. Each instructor has the prerogative to decrease a student's final grade for repeated lateness or unexcused absences. Excessive unexcused lateness or absences (3 or more occurrences) are grounds for a grade of "F" in the course (please see the "Failing Grades" section above). The student is required to leave a message (email or phone) for the instructor concerning the circumstances of the lateness or absence prior to the start of the class. It is the instructor's prerogative to require written documentation to excuse lateness or absences. Failure to provide requested written documentation will classify the event as unexcused.

Professional Appearance: As part of professionalism the dress code in classrooms are:

- Headwear such as hats, bandanas, hoods, bonnets, and do-rags cannot be worn.
- Attire cannot include "short" shorts, thin, tight leggings, pajamas, or ripped jeans that expose underwear.
- Crop tops, tank tops, halter tops, midriff shirts, or short dresses are not permitted.
- Low-cut or plunging necklines should be avoided.
- It is strongly recommended that open-toe shoes or flip-flops not be worn during lab sessions.

It is advised that students limit the use of jewelry to minimize safety concerns, especially during laboratory courses and clinicals. A separate policy governing the dress code for clinical rotations is explained in the *Clinical Policies* section of this manual.

Appropriate professional appearance is also expected of all students. This includes maintaining appropriate personal hygiene. Students are expected to come to all courses (both didactic and clinical) appropriately showered and groomed, and to not use strong colognes or perfumes.

Laboratory Access: Access to the Respiratory Care Program labs is available to all students during normal business hours of 8 am – 5 pm Monday thru Friday. Access to the labs after hours or on weekends will be at the discretion of the Department Chair. Use of equipment (including but not limited to: ventilators, respiratory supplies, A/V equipment, PFT equipment, etc.) is subject to the discretion and prior approval of departmental faculty. Students should not leave items such as books, computers, wallets, and purses unattended. The university, school, and program are not responsible for lost or stolen items. Eating and drinking is permitted in Respiratory Care Program laboratories, provided all refuse is appropriately disposed of and the laboratories are kept clean. There is no eating or drinking permitted at computer stations in the sleep and MILC laboratories.

Course Waivers: The Respiratory Care Program has a policy of encouraging course waivers, and challenges (subject to the rules and regulations of the School). This option is provided to our students so that course work completed at other institutions will not necessarily have to be repeated. Students should plan on applying for course waivers or challenge credit two months prior to the beginning of the course involved. Please check with your advisors for more information concerning this policy. You will need to provide transcripts and catalog descriptions of prior work which you would like to have considered for use as challenge or waiver material. Please refer to the Course Waiver process in the 2023 SHP Student Handbook for Professional Programs:

<https://healthprofessions.stonybrookmedicine.edu/students/incoming/orientation>

Employment While Enrolled in Program: The full-time program curriculum requires *all* of the student's time and concentration; students may find it difficult to retain outside employment and still maintain a high quality of academic success. While the decision to work is entirely up to the student, the faculty strongly recommends against *any* employment. The program schedules and/or clinical assignments will *not* be altered to fit an individual's work schedule or personal needs.

Service Work Statement: Students are never to be utilized as a substitute for a clinical instructor. Students attending clinical are not permitted to be working as a paid employee of the clinical affiliate while on a clinical rotation. All services performed during a clinical rotation is not eligible for any form of remuneration. Any student who is an employee of a clinical affiliate must not complete clinical coursework while in an employee status at the clinical site.

Respiratory Care Program Academic Statement: The Respiratory Care Program considers any unauthorized possession of its previous exams, papers, etc. to be a violation of the School's policy. The Respiratory Care faculty **does not** allow past exams to circulate, and therefore any student possessing or circulating them is subject to disciplinary action and/or dismissal. The student should refer to the SHP's guidelines regarding the policy as it applies to the core course (management concepts), and the basic sciences (anatomy, physiology, and pathology). For example, several of the basic science faculty place old exams on reserve in the library or return them to past students upon course completion. These materials may be appropriate to have, provided the course instructor has indeed granted permission, either verbally to the whole class, in writing in their course syllabus, or are specifically identified as such in the SHP's guidelines. No programmable calculators or other study aids are allowed in any exam, except where the instructor has specifically designated such items as permissible. If in doubt, ask your instructor prior to the start of any examination!!

Advanced Placement: The program does not offer advanced placement.

Required Statements to Appear in all Teaching Syllabi: The University Senate Undergraduate and Graduate Councils have authorized that the following required statements appear in all teaching syllabi (graduate and undergraduate courses) on the Stony Brook Campus. *This information is also located on the Office of the Provost website:*

https://www.stonybrook.edu/commcms/provost/faculty/handbook/academic_policies/syllabus_statement.php

1. Student Accessibility Support Center Statement: If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-disabilities> and search Fire Safety and Evacuation and Disabilities.

2. Academic Integrity Statement: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Professions, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at

http://www.stonybrook.edu/commcms/academic_integrity/index.html

3. Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

Plagiarism: Plagiarism is simply the use of others' words and/or ideas without clearly acknowledging their source. As students, you are learning about other people's ideas in your course texts, your instructors' lectures, in-class discussions, and when doing your own research. When you incorporate those words and ideas into your own work, it is of the utmost importance that you give credit where it is due. Plagiarism, intentional or unintentional, is considered academic dishonesty and all instances will be reported to the program director for possible adjudication before the SHP Academic Standing Committee.

Policy Regarding Religious Holidays: The University is committed to ensuring that every student will have the right to pursue their education while practicing their faith.

Students will be expected to notify their professor in advance, but definitely before the final date of the 'add/drop' period of their intention to be out for religious observance. They can discuss with their faculty member at that time how they will be able to secure the work covered.

Go to the Office of the Provost website for the complete strategic steps regarding Religious Holidays: https://www.stonybrook.edu/commcms/provost/faculty/handbook/academic_policies/religious_holidays_policy

Department Policy Regarding Religious Holidays for Clinical Rotations:

For clinical rotations students must notify the Director of Clinical Education by October 1 - Fall/Winter Clinicals and March 1 - Spring/Summer Clinicals.

Professional Behavior on Campus: Students are expected to accept responsibilities for their own actions and to interact with others in a professional and respectful manner. Specifically, students will:

1. Respect the belongings and personal space of faculty, staff, and classmates;
2. Video recordings, audio recordings, or photographs of lectures or labs are not permitted without permission.
3. Follow the policies and procedures of the school and the program;
4. Follow the guidelines stated in all course syllabi;
5. Listen attentively in all courses and avoid activities that may be a distraction to others;
6. Stay current and up to date with course work;
7. Communicate with others in a respectful and timely manner and not spread false rumors;
8. Follow the approximate chain of command to solve problems (see table of organization);
9. Use computers in a responsible, respectful manner:
 - a. Abide by all copyright laws and regulations;
 - i. Course materials provided by a course instructor or accessed from Brightspace or a Stony Brook course website are for the exclusive use of students who are currently enrolled in the course. Content from these sources cannot be duplicated, reused, or distributed;
 - b. Do not send obscene, slanderous, libelous and/or harassing messages or materials (i.e: e-mail, social networks, texting, etc.)
 - c. Do not access unauthorized computers, networks, or files;
 - d. Do not use department computers and projectors for non-academic purposes (movies, games, music, etc.);
 - e. Do not install any software on department or school computers.

Technical Standards in Respiratory Care:

The mission of the School of Health Professions (SHP) is to provide the highest quality education in an interdisciplinary learning environment that fosters research, scholarly activity, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, service, and a team approach to health care.

The Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) [www.coarc.com] located at 264 Precision Blvd, Telford, TN 37690, (817) 283-2835. The Respiratory Care Program is also an education program approved by the New York State Department of Education.

Students preparing for a career in Respiratory Care are expected to perform therapeutic and diagnostic techniques safely and accurately. Students must be able to perform the scope of practice as outlined in national and state standards, including:

- Maintain clinical competence under challenging and sometimes stressful situations
- Gather, assess, and interpret patient data, and respond appropriately to changes in disease signs and symptoms, patient conditions and mental status (e.g. breathing, cardiac, and neurologic patterns)
- Gather data, assess, interpret, and respond appropriately to changes in equipment function/malfunction and safety alarms
- Demonstrate manual dexterity
- Be able to move and/or reposition patients and equipment
- Have a range of motion that allows for reaching hospital equipment such as oxygen administering systems, suction apparatus, electrical outlets, etc.
- Perform physical assessment accurately (e.g. auscultation, physical inspection, palpation, etc.)
- Utilize and monitor sophisticated equipment and technologies
- Read analog and digital displays
- Respond appropriately to a wide range of patient care needs
- Communicate effectively and utilize written and spoken English when interacting with patients, their families, and other health care professionals
- Record, read, write, and interpret data about a patient's condition from charts, radiology screens and computer information systems
- Respond to medical emergencies in a timely manner and perform life sustaining procedures appropriately (e.g. cardiopulmonary resuscitation, electrocardiograms, airway management, blood sampling and analysis)
- Practice universal precautions when interacting with patients and other health care providers
- Carry out orders accurately and in a timely manner
- Exercise proper clinical and intellectual judgment
- Work as an effective health care team member
- Demonstrate professional affective behaviors when interacting with patients, their families, and colleagues.

Students having a past criminal record must declare this situation at the time of admission. Certain types of criminal offenses may result in an inability to receive professional licensure and job offers upon graduation. **Before starting the program**, students in this situation must speak with the program director to determine the extent of possible future difficulties with this issue. *Please see Stony Brook's accommodation statement from the Student Accessibility Support Center (below).* If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at sasc@Stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Technical Standards in Respiratory Care: (continued)

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities> and search Fire Safety and Evacuation and Disabilities.

Respiratory Care Program Student Accessibility Support Statement: The Respiratory Care Program will work with students with physical, psychological, medical or learning disabilities in an effort to address their need for reasonable accommodations, but the program must follow national and state professional scope of practice guidelines. All students are expected to complete the necessary educational requirements as outlined by the program. Students should also refer to the “Technical Standards” on page 27 of this manual.

Respiratory Care Curriculum

Curriculum Planning and Course Selection

The purpose of curriculum planning and course selection is to ensure effective learning that is relevant to the full range of students' educational needs. The curriculum is monitored closely for revision by annual review of syllabi and revisions if needed, review and analysis of student, graduate, and employer surveys, comparing the curriculum to the National Board of Respiratory Care (NBRC) exam matrices for registry (TMC and CSE) as well as the NBRC exam matrices for the Sleep Disorder Specialist (SDS) exam. Requirements under CoARC require regular comparison of course curriculum for both the respiratory program as well as the polysomnographic specialty option (PSO) under the NBRC and Board of Registered Polysomnographic Technologist (BRPT).

All faculty are responsible for curriculum modifications within their classes based on numerous factors, including but not limited to: student feedback upon graduation, faculty evaluations, course evaluations, comparison to the NBRCs exam matrices (TMC and CSE, SDS), as well as the BRPT. Surveys sent to graduates, as well as employers, as required by CoARC, are used to document or evaluate curriculum effectiveness as well as provide recommendations for modifying the program in didactic, laboratory, or clinical experiences. The program faculty meets a minimum of four times a year at faculty departmental meetings to discuss various topics of the department including course development and program modifications if needed. Faculty are involved and responsible for curriculum development as well as changes to course sequencing, title, description, goal, credit hours and will discuss the recommendations at the faculty meetings. If curricular changes need to occur that are listed as "substantial" or a new course is proposed, the faculty must go through the SHPs curriculum committee and follow the policies for course revision or new course proposal (Note: see Appendix B – SHP Curriculum Committee Policy and Procedures). The respiratory care and polysomnography advisory board provide feedback at our annual meeting to help guide the program with its curriculum content to ensure that the students are meeting the needs of the community.

Respiratory Care Curriculum Sequence

Junior Year Courses

Course#	Title	Cr	5 Week Modules					4 Week Modules		
			1	2	3	4	5	6	7	8
Professional Courses										
HAT 304	Cardiopulm. Physiology	4	XXXXX							
HAT 306	Patient Evaluation	2			XXXXX					
HAT 315	Pharmacology	4					XXXXXX			
HAT 320	Cardiovascular Dx & Tx I	3			XXXXX					
HAT 470	Polysomno. Tech. I	3			XXXXX					
HAT 330	Pulmonary Pathology	3			XXXXX					
HAT 331	Resp. Care Techniques I	3	XXXXX							
HAT 332	Resp. Care Techniques II	3					XXXXXX			
HAT 333	Pulmonary Diagnostic Tech.	3					XXXXXX			
HAT 350	Basic Resp.Care Clin.	4							XXXXXXXXXXXX	
HAT 353	Pulmonary. Diag. Clin.	2							XXXXXXXXXXXX	
HAT 475	Polysomno. Tech. 1 Clin.	2							XXXXXXXXXXXX	
HAT 487	Cardiopulm. Rehab. Clin.	2							XXXXXXXXXXXX	
Basic Science Courses										
HBA 461	Regional Human Anatomy	5	(June - August)							
HAS 355	Integrative System Phy.	4	XXXXXXXXXX							
HBP 310	Pathology	3	XXXXXXXXXXXXXX							
Additional Core Courses										
HAS 363	Computer Literacy	1	(July-August)							
HAS 351	Research Lit./Res. Design	1	XXXXXX							

Senior Year Courses

Course#	Title	Cr	1	2	3	4	5	6	7	8
Professional Courses										
HAT 420	Cardiovascular Dx & Rx II	3	XXXXX							
HAT 431	Resp. Care Techniques III	4	XXXXX							
HAT 432	Perinatal Resp. Care	4	XXXXX							
HAT 450	Critical Care Clinical	5			XXXXX					
HAT 451	Perinatal Care Clinical	4			XXXXX				XXXXXX	
HAT 335	Medical Ethics	2					XXXXXXX			
HAT 410	Intro. to Clin. Education	2					XXXXXXX			
HAT 415	Resp. Care Techniques IV	2					XXXXXXX			
HAT 494	Resp.Care Board Review	1						XXX		
HAT 411	Clin. Teach. in Resp. Care	4							XXXXXX	
HAT 482	Phys. Monitoring Clin.	2			XXXXX				XXXXXX	
HAT 490	Ind. Study (optional)	var.								
Additional Core Courses										
HAS 332	Management Concepts	1					XXXXXXX			
HAS 490	Research Tutorial	2					XXXXXXX			
Polysomnography Specialty Option Courses										
HAT 471	Polysomno. Tech. 2	2	XXXXXX							
HAT 476	Polysomno. Tech. 2 Clin.	2			XXXXX				XXXXXX	

Respiratory Care Program Course List

Basic Science and Core Health Professions Courses (Junior and Senior Year)

Course #	Title	Credits
HAS 332	Management Concepts for the Health Professions	1
HAS 351	Research Literacy/Research Design	1
HAS 355	Integrative System Physiology	4
HAS 363	Computer Literacy for Health Professionals	1
HAS 490	Research Tutorial	2
HBA 461	Regional Human Anatomy	5
HBP 310	Pathology	3

Professional Courses (Junior Year)

Course #	Title	Credits
HAT 304	Cardiopulmonary Physiology	4
HAT 306	Patient Evaluation	2
HAT 315	Pharmacology	4
HAT 320	Cardiovascular Diagnosis and Treatment I	3
HAT 330	Pulmonary Pathology	3
HAT 331	Respiratory Care Techniques I	3
HAT 332	Respiratory Care Techniques II	3
HAT 333	Pulmonary Diagnostic Techniques	3
HAT 470	Polysomnographic Technology I	3
HAT 350	Basic Respiratory Care Clinical*	4
HAT 353	Pulmonary Diagnostics Clinical*	2
HAT 475	Polysomnographic Technology I Clinical*	2
HAT 487	Cardiopulmonary Rehabilitation Clinical*	2

Professional Courses (Senior Year)

Course #	Title	Credits
HAT 335	Medical Ethics	2
HAT 410	Introduction to Clinical Education	2
HAT 415	Respiratory Care Techniques IV	2
HAT 420	Cardiovascular Diagnosis and Treatment II	3
HAT 431	Respiratory Care Techniques III	4
HAT 432	Perinatal Respiratory Care	4
HAT 494	Respiratory Care Board Review	1
HAT 411	Clinical Teaching in Respiratory Care*	4
HAT 450	Critical Care Clinical*	5
HAT 451	Perinatal Care Clinical*	4
HAT 482	Physiologic Monitoring Clinical*	2

Minimum credits for Respiratory Care 88

Polysomnography Specialty Option Course and Clinical

HAT 471	Polysomnographic Technology II	2
HAT 476	Polysomnographic Technology II Clinical*	2

Minimum credits for RC and Polysomnography 92

With a minimum of 57 credits of prerequisites, total Bachelor of Science credits: 145 - 149

Course and Clinical Descriptions

Junior Year Basic Science and Core Health Professions Courses

HAS 363 Computer Literacy for Health Professionals

Surveys the uses of computers for health practitioners. Offers practical experience in literature database searching and use of applications software.

1 credit

HAS 351 Research Literacy/Research Design

Prepares students to perform a literature search in their respective disciplines to find scientific and health articles and books in the Health Sciences Center Library. Presents research terminology, methods, and design. Provides basic skills to enhance interpretation, evaluation and analysis of research articles, including the hypothesis, literature review, design, methodology, and data analysis.

1 credit

HAS 355 Integrative Systems Physiology

Introduces students to human integrative systems physiology. Includes exposure to physiological control systems, emphasizes in detail each organ system and how homeostasis is maintained. Includes membrane, muscle, central and peripheral nervous system, cardiovascular, respiratory, renal, gastrointestinal, and endocrine physiology. Presents material and incorporates select examples of pathophysiology to emphasize relevance of material. Students will solidify an understanding of the structures and functions across all systems in the human body under normal conditions and select pathophysiology

4 credits

HBA 461 Regional Human Anatomy

An overview of the gross anatomy of the human body. Dissection of the entire human body. Includes neuroanatomy. Associated course fee - \$88.00.

Prerequisite: Permission of instructor for non-Health Sciences students.

5 credits

HBP 310 Pathology

A study of the basic mechanisms of disease and the pathophysiology of the important human illnesses. Primarily for Health Sciences Center students; others admitted with special permission.

3 credits

Professional Courses Junior Year

HAT 304 Cardiopulmonary Physiology

Presents a detailed study of the physiology of human respiration and circulation. Topics include functional cardiopulmonary anatomy, embryology, ventilation, diffusion, blood flow, gas transport, acid-base states, mechanics and regulation of ventilation and basic cardiac function.

Prerequisite: Admission to upper division Respiratory Care program.

4 credits

HAT 306 Patient Evaluation

Provides concept of data base, historical information, medical terminology, chief complaint and present illness, and chest physical examination. Applies problem based learning to the study of clinical assessment skills.

Prerequisite: Admission to upper division Respiratory Care program.

2 credits

Professional Courses Junior Year (continued)

HAT 315 Pharmacology

Covers the basic principles that govern the use of drugs in the clinical practice of Respiratory Therapists and Sleep Technologists. Develops specific knowledge for classes of drugs, important distinctions among members of each class, and both their relation to the organ systems they affect and the diseases they treat, including drug dosages and calculations.

Prerequisite: HAT 304

4 credits

HAT 320 Cardiovascular Diagnosis and Treatment I

Provides the basic cardiac function, practical skills of electrocardiography, diagnosis and treatment of arrhythmias, cardiac medications and noninvasive cardiac diagnostic techniques. Examines theory and practical applications of electrocardiography, exercise stress testing, and Holter monitoring. Includes in-depth study of cardiac anatomy and electrophysiology.

Prerequisite: HAT 304

3 credits

HAT 330 Pulmonary Pathology

A comprehensive study of the etiology, diagnosis, pathogenesis, pathophysiology, treatment, and prognosis of various types of pulmonary pathologies.

Prerequisite: HAT 304

3 credits

HAT 331 Respiratory Care Techniques I

Introduces the history and global significance of the practice of respiratory care, including the beginning skills and therapies that are utilized. Major topics include the global history that led to the creation of the profession; the global need to provide quality respiratory care; principles of infection prevention and control; a review of the basic physics of respiratory care; medical gas storage, delivery and therapy; humidity and bland aerosol administration; bedside monitoring; and lung expansion and airway clearance therapies. Laboratory sessions will provide practical experience in the clinical application of the therapeutic modalities discussed.

Prerequisite: Admission to upper division Respiratory Care program.

3 credits

HAT 332 Respiratory Care Techniques II

Course is second in a four-part sequence. Continues the review of basic therapeutic modalities of respiratory care. Major topics include drug aerosol therapy, airway pharmacology, airway management, and blood gases. Emphasizes the clinical use of cardiopulmonary rehabilitation, alternative site care, and disease and disaster management.

Prerequisites: HAT 331

3 credits

HAT 333 Pulmonary Diagnostic Techniques

Provides the basic technical skills of pulmonary function testing, including an introduction to the instrumentation and physical principles of clinical measurement; procedures for measuring the lung functions of ventilation, mechanics, diffusion, gas distribution and exchange; and interpretation of tests results and their relation to various pathophysiology's.

Prerequisite: HAT 304

3 credits

Professional Courses Junior Year (continued)

HAT 470 Polysomnographic Technology I

Designed to provide entry-level personnel with both didactic and laboratory training in polysomnographic technology. Presents medical terminology, instrumentation setup and calibration, recording and monitoring techniques, documentation, professional issues and patient-technologist interactions. Lab sessions will provide practical experience in the skills required of an entry-level polysomnographic technologist.

Prerequisites: HAT 331

3 credits

Junior Year Clinical Rotations

HAT 350 Basic Respiratory Care Clinical

An introduction to the clinical application of basic respiratory procedures such as oxygen administration, aerosol therapy, positive airway pressure therapy, arterial punctures and other monitoring and diagnostic procedures.

Prerequisite: HAT 331 and HAT 332

4 credits

HAT 353 Pulmonary Diagnostics Clinical

Clinical application of spirometry, diffusion studies, blood gas analysis, flow volume loops, body plethysmography, helium dilution, nitrogen washouts, and bronchodilator responses.

Prerequisite: HAT 333

2 credits

HAT 475 Polysomnographic Technology I Clinical

Provides clinical training in the basics of polysomnographic technology. Familiarizes students with instrumentation setup and calibration, recording and monitoring techniques, documentation, professional issues, and patient-technologist interactions related to polysomnographic technology. Provides patient contact in a sleep lab. Presents opportunity to observe, perform (under supervision) and evaluate sleep studies.

Prerequisite: HAT 470

2 credits

HAT 487 Cardiopulmonary Rehabilitation Clinical

A clinical experience concentrating on program planning and evaluation of patients with chronic cardiopulmonary disorders. Includes discharge planning, rehabilitative services, stress testing, graded exercise and other supportive techniques.

Prerequisites: HAT 320, HAT 332

2 credits

Senior Year Basic Science and Core Health Professions Courses

HAS 332 Management Concepts for Health Professionals

Addresses the operations within healthcare institutions from macro to micro levels of management. Analyzes the philosophy and significant occurrences affecting healthcare operations in the past, present and future. The divisions within healthcare operations (clinical, support and informational services, nursing, finance and ambulatory care) will address the following aspects of management: financial forecasting and monitoring, staffing, employee productivity and morale, customer service, cost containment, decision making and total quality management. Emphasizes hospital operations and presents nursing home and community healthcare center operations. Open to CLS and RC students only.
1 credit

HAS 490 Research Tutorial

An original research project is conducted.

Prerequisite: HAS 351

2 credits

Professional Courses Senior Year

HAT 335 Medical Ethics

Reviews professional guidelines for ethical conduct and approaches to ethical dilemmas for respiratory therapists and polysomnographic technologists. Explores ethical issues including the distribution of resources and rationing of services. Examines health care services in the United States and the rights of the U.S. citizen under federal and state health care laws. Discusses physician assisted suicide; terminal weaning; brain death; genetics; cloning and euthanasia; advance directives; confidentiality; informed consent; patient rights; professional conduct; and the legal issues that impact healthcare practice in the United States.

Prerequisite: HAT 331

2 credits

HAT 410 Introduction to Clinical Education

Introduces clinical teaching to senior students. Modalities include the inclusiveness decision making process, teaching strategies, classroom management, instructional design, and formative and summative evaluation. 2 credits

HAT 415 Respiratory Care Techniques IV

Introduces advanced concepts, equipment and procedures used in adult, pediatric and neonatal critical care. Provides students with decision making skills for initiation and management of advanced ventilator technology. Explores functions, clinical applications and troubleshooting of selected advanced instrumentation. Reviews equipment limitations, quality assurance, and equipment maintenance and cost/benefit analysis where applicable.

Prerequisites: HAT 420, HAT 431, HAT 432

2 credits

Course Descriptions

HAT 420 Cardiovascular Diagnosis and Treatment II

Examines the theory and practical applications of invasive physiologic monitoring, including metabolic and hemodynamic monitoring, Swan-Ganz catheterization, cardiac output measurement and aseptic technique. Also contains an in-depth study of the etiology, pathology and treatment of advanced cardiac disease, including congenital heart disease.

Prerequisite: HAT 320

3 credits

Professional Courses Senior Year (continued)

HAT 431 Respiratory Care Techniques III

Introduces the concepts of advanced airway management and mechanical ventilation used in the respiratory support of the critically ill patient. Emphasizes the physiological basis for ventilator use, indications for ventilation, parameters monitored during ventilation, and ventilator design, function and clinical application.

Prerequisites: Admission to upper division Respiratory Care Program; HAT 332

4 credits

HAT 432 Perinatal Respiratory Care

Examines anatomy, physiology, and pathology relating to management of the neonatal/pediatric patient. Includes analysis of neonatal and pediatric ventilator function in terms of mechanics and suitability in clinical application. Gives students the knowledge and skills needed to perform neonatal resuscitation.

Prerequisite: HAT 332

4 credits

HAT 490 Independent Study

Proposals for independent study in respiratory care must be submitted through the program director to the Committee on Research and Directed Study for approval prior to registration for this course.

1-6 credits

HAT 494 Respiratory Care Board Review

A practical discussion and seminar course that prepares the student to take the national certification and registry examinations. Each student will take self-assessment exams that analyze their technical and clinical skills in the areas of data collection and interpretation, as well as decision making skills.

Prerequisites: Admission to upper division Respiratory Care Program; HAT 420, HAT 431 and HAT 432

1 credit

Senior Year Clinical Rotations

HAT 411 Clinical Teaching in Respiratory Care

An extension of HAT 410. Develops skills for senior students to conduct clinical teaching strategies under faculty supervision.

Prerequisite: HAT 410

4 credits

HAT 450 Critical Care Clinical

Develops clinical skills in the management of the critical care patient. Includes specialized learning experiences in therapeutic modalities, mechanical ventilation, cardiovascular monitoring and home care ventilation.

Prerequisites: HAT 350, HAT 431

5 credits

HAT 451 Perinatal Care Clinical

Develops clinical skills in the management of pediatric and neonatal critical care patients. Includes specialized learning experiences in therapeutic modalities, mechanical ventilation, and emphasizes specific technical procedures that differ from the adult patient.

Prerequisite: HAT 432

4 credits

Senior Year Clinical Rotations (continued)

HAT 482 Physiologic Monitoring Clinical

Provides a clinical experience in the hemodynamic and metabolic monitoring of patients in critical care units/labs. Covers invasive diagnostic cardiovascular procedures, including cardiac catheterization, intra-arterial pressure monitoring, and indwelling arterial catheter insertion and monitoring.

Prerequisites: HAT 420, HAT 431

2 credits

Polysomnography Specialty Option

HAT 471 Polysomnographic Technology II

Provides training in more advanced aspects Polysomnographic Technology. Students become familiar with the skills and knowledge needed to obtain and evaluate high quality sleep recordings. Covers all the aspects of sleep scoring and event recognition, recording and monitoring techniques, documentation, professional issues, therapeutic interventions, and patient-technologist interactions related to polysomnographic technology.

Prerequisite: HAT 470

2 credits

HAT 476 Polysomnographic Technology II Clinical

Provides clinical training in advanced aspects of polysomnographic technology. Familiarizes students with practical aspects of therapeutic intervention, sleep scoring equipment troubleshooting and artifact recognition.

Prerequisites: HAT 470, HAT 471, HAT 475

2 credits

Program Information

Faculty Office Hours: In an effort to provide academic and career counseling and provide tutorial assistance to students, all students in the Respiratory Care Program are assigned a faculty advisor additionally, SHP and the Respiratory Care Program have an open-door policy allowing students flexible access to Program faculty when they are in the school Monday – Friday from 9 am – 5pm. All Respiratory Care faculty work on a 12-month contract providing expanded access for in-person meetings with faculty with email and phone as additional ways that students may communicate with the faculty during or after school hours.

Faculty Advising: All students in the Respiratory Care Program are assigned a faculty advisor. Please consult with your advisor first regarding all academic and non-academic issues. Your advisor will refer you for additional assistance as needed.

Please see the Director of Clinical Education for all issues regarding clinical rotations, health clearances, and background checks.

If you have a problem with any of the program's faculty or staff, please make an appointment with the Program Director to discuss your concerns.

Class Representation: The election of class representatives occurs during the first week of module 1 each year. The term of the class officers is for one school year; however, officers may run for a second term. The class officer positions are: president, vice-president, secretary, treasurer, and Deans' Advisory Committee representative. The class officers work together to: 1) represent the class on various committees within the program and school, 2) plan/ implement student fundraising activities 3) plan/implement student social activities, and 4) assist the program with necessary functions where student volunteers are needed. Two of the class officers from each class (typically the president and vice president) will serve on the program's advisory committee and will be expected to attend scheduled meetings. All students are also encouraged to participate on standing and ad-hoc committees of the School of Health Professions (see the SHP Policy titled "Student Participation on SHP Committees").

Scholarships: Students in the Respiratory Care Program are eligible for various scholarships from: within the department, within the School of Health Professions, Stony Brook University, and external organizations. The availability, amount of scholarship money and the criteria for these scholarships varies from year to year. The Program Director will forward all relevant scholarship information to you as the scholarships become available. Please carefully review the criteria for each scholarship and provide all requested materials by the specified deadline date in order to have a chance of receiving a particular scholarship.

Membership in Professional Association: All students are expected to maintain student membership in the American Association for Respiratory Care (AARC) while in this program. Student membership for AARC digital is \$25 per year (to receive all publications online) or AARC digital & print (Receive Respiratory Care in print and all other publications online) is \$40 per year. Sign up for student membership on the AARC website at: <https://www.aarc.org/aarc-membership/member-services/join-renew/>. Please submit proof of current membership to the program **each year** by October 1. Membership in the AARC is a vital component of being a professional member of this field. Benefits of student membership include access to electronic media, subscriptions to two of the field's primary journals: Respiratory Care and the AARC Times, automatic membership in the New York State Society for Respiratory Care, scholarship information, learning modules, exam prep, job information and discounted admission fees at local, state, and national symposiums. Visit the AARC website at: <https://www.aarc.org/aarc-membership/member-services/join-renew/>.

Summer Courses: Our curriculum for the beginning of the junior year (first summer session) from the 4th week of June until the middle of August and from the end of the junior year (second summer), from the 4th week of June until middle of the July Module 9. Students must pay separate fees for these two summer sessions (6 credits for the first summer and 4 credits for the second summer). These sessions are not included in either the fall or spring semester tuition bills and are considered separate summer sessions. *Program curriculum for junior year (first summer session) runs from the 4th week of June until the middle of August and from the end of the junior year (second summer), from the 4th week of June until middle of the July Module 9. Students must pay separate fees for these two summer sessions (6 credits for the first summer and 4 credits for the second summer). These sessions are **not** included in either the fall or spring semester tuition bills and are considered separate summer sessions.*

Use of Program Equipment and Files: The Respiratory Care Program computers, and school duplication equipment may not be used by students, except for specific learning computers designated by the faculty. Program and faculty files (paper and electronic) are "off limits" to all students. Retrieval of permitted files may be accomplished by asking your course instructor or faculty advisor. Program phones may not be used by students. Failure to adhere to these policies will result in disciplinary action.

Potential Exposure (Classroom)

Any student who gets hurt or injured in the class/lab setting, must report the injury to the faculty. Faculty and staff, must report injuries they receive to the Program Director. The student will then go to the emergency room, if indicated. All students are required by New York State to have health insurance. The faculty/student will fill out a work injury report.

Faculty, staff, and students are encouraged to report anything they feel is a hazard or poses a risk to any faculty member, the Program Director, or any personnel in the Deans office.

1. The most important element is you. You are responsible for ensuring that all your activities result in an acceptable level of risk to yourself, to the others present, to the general population, and to the environment.
2. The faculty is responsible for keeping you apprised of the approved procedures and information related to health and safety of your activities.
3. The faculty holds the authority for work with hazardous substances or materials (i.e. Sharps, IV's, etc.), and is therefore responsible to ensure that all work is conducted with full regard for personnel safety and health.
4. The Program Director is responsible for establishing and maintaining a work environment which fosters the appropriate health and safety procedures in all activities of the department.
5. The Environmental Health and Safety provides leadership and programs that promote a sustainable safety culture, and support the advancement of academic, research, healthcare and community activities of the University. Visit the website for programs offered at: <https://ehs.stonybrook.edu/>

Program Information

Professional Service Requirement: Participation in professional service activities is a graduation requirement for all students enrolled in the Stony Brook University Respiratory Care Program. Each student is required to participate in professional service while enrolled in the program in order to fulfill this requirement. Each student is responsible for maintaining documentation of professional activities. In order to document participation, each student will maintain a log sheet of professional activities. The log sheet must include:

- Name of student
- Date of professional activity
- Description of professional activity including your role in the activity
- A list and sum total of points earned
- Supporting documents to substantiate completion of each specific activity (ie: letters, certificate, written summary etc.)

Each student must have a minimum of 100 points in order to be cleared for graduation.

The log sheet and all supporting documents must be submitted to the student's designated faculty advisor for graduation clearance by the end of Module 6 in the senior year of the program.

Professional activity points with supporting documentation are given as follows:

- a. Volunteer at a professional or program event –
15 points (up to half day) and 30 points (up to a full day)
- b. Participate in a department approved charitable event - 30 points
- c. Program or class-sponsored bake sale event – 10 points
**Note: Limited to one event per student*
- d. Volunteer with program research endeavors - 20 points
- e. Volunteer for Academic Challenge Practice Team - 40 points
- f. Selected for Academic Challenge Team - 60 points
- g. International Medical Travel – 60 points
- h. Attendance at Grand Rounds – 10 points
- i. Attendance at a full-day professional symposium/seminar - 30 points
**Note: All senior students are required to attend the fall NYDART symposium*
- j. Attendance at a half-day professional symposium/seminar - 15 points
- k. Attendance at a continuing education professional lecture/seminar - 5 points
- l. Completing an advisor-approved webinar– 5 points
- m. Membership in a department-approved professional society – 5 points
**Note: Per year of membership (such as: AARC, CoBGRTE)*
- n. Special projects at the discretion of faculty advisor and the program director

Please consult with your faculty advisor or program director to verify eligibility and to provide proof of completion for a particular activity. Attending rounds while on clinical rotations is expected and does not meet the professional service requirement.

Respiratory Care Program Professional Service Log Sheet

Student's Name: _____

Date of professional activity: _____ Points: _____

Professional Activity: _____ Faculty Advisor Initials: _____

Brief description of professional activity including your role in the activity

Date of professional activity: _____ Points: _____

Professional Activity: _____ Faculty Advisor Initials: _____

Brief description of professional activity including your role in the activity

Date of professional activity: _____ Points: _____

Professional Activity: _____ Faculty Advisor Initials: _____

Brief description of professional activity including your role in the activity

Date of professional activity: _____ Points: _____

Professional Activity: _____ Faculty Advisor Initials: _____

Brief description of professional activity including your role in the activity

Date of professional activity: _____ Points: _____

Professional Activity: _____ Faculty Advisor Initials: _____

Brief description of professional activity including your role in the activity

Total points: _____

Student Signature: _____ Faculty Advisor Signature: _____

Expenses and Supplies

Financial Aid: You may be eligible for financial aid. For more information contact the Stony Brook University Financial Aid at: <https://www.stonybrook.edu/commcms/finaid/>.

Junior Year Expenses

1. **Anatomy Lab Dress Code and Supplies:** Each student is expected to abide by the rules set forth by the Anatomical Sciences department. This includes purchasing lab coats and dissecting equipment. Information regarding these requirements is found in the HAS 461 Regional Human Anatomy course syllabus.
2. **Student Lockers:** Students interested in being assigned a locker should see the program's administrative assistant during orientation week. Each student is responsible for purchasing their own lock. The University is not responsible for any articles left in these lockers.
3. **Membership in Professional Association:** All students are expected to maintain student membership in the American Association for Respiratory Care (AARC) while in this program. Student membership for AARC digital is \$25 per year (to receive all publications online) or AARC digital & print (Receive Respiratory Care in print and all other publications online) is \$40 per year. Sign up for student membership on the AARC website at: <https://www.aarc.org/aarc-membership/member-services/join-renew/>. Please submit proof of current membership to the program **each year** by November 1.
4. **Malpractice Insurance:** Each student is required to have annual malpractice insurance and will not be allowed to attend clinical without it. The cost is approximately \$70.00 for two years. Students are required to purchase insurance online at www.proliability.com and submit proof to the program by March 1.
5. **Trajecsys®:** All students are required to purchase access to Trajecsys® an online clinical tracking/recordkeeping software platform, the cost per student is approximately \$150.00 for two-year access. Payment is due by June 1.
6. **Clinical Dress Code:** Each student is responsible for purchasing the required lab coat and scrubs as outlined in the clinical policies section of this orientation manual. The approximate cost for one (1) lab coat and two (2) sets of scrubs is approximately \$75.00. Payment is due by December 15.
7. **Clinical Expenses:** All students are responsible for the costs associated with transportation to and from the assigned clinical site, meals, and parking.
8. **CastleBranch Fees:** General fee is \$45 for 2 years for entry into program. For clinical rotations, Background Check \$135 per year and Drug Screening \$40 per year. renewal subject to clinical site requirements

Note: The Director of Clinical Education will provide details about when to purchase Background Check and Drug Screening.

Senior Year Expenses

1. **Membership in Professional Association:** All students are expected to maintain student membership in the American Association for Respiratory Care (AARC) while in this program. Student membership for AARC digital is \$25 per year (to receive all publications online) or AARC digital & print (Receive Respiratory Care in print and all other publications online) is \$40 per year. Sign up for student membership on the AARC website at: <https://www.aarc.org/aarc-membership/member-services/join-renew/>. Please submit proof of current membership to the program **each year** by November 1.
2. **Local Professional Symposium:** All senior students are expected to attend a local professional symposium designated by the program. Students are expected to register online using the registration information that will be provided. The estimated registration fee for students is \$50 (subject to change without notice).
3. **Advanced Cardiac Life Support (ACLS) Certification:** All students are required to have current American Heart Association Advanced Cardiac Life Support certification completed by the end of Module 6 of their senior year. The ACLS card is a **requirement for graduation**.
4. **Kettering National Seminar:** For the students to optimally prepare for the NBRC Therapist Multiple Choice Written Examination and the Clinical Simulation Exams upon graduation, the program arranges for Kettering National Seminar to conduct a four day comprehensive review course on-site. These exams are required to obtain a license to practice. The Kettering National Review Seminar is not mandatory, but is **strongly recommended** and is usually offered in June of your senior year. The estimated cost of the seminar is \$345 and registration and an estimated deposit of \$85 is typically due in early April of your senior year to Kettering National Review Seminar.
5. **Clinical Expenses:** All students are responsible for the costs associated with transportation to and from the assigned clinical site, meals, and parking.

Books and Supplies: All students are expected to purchase textbooks and supplies specified by each course instructor. Students may purchase new or used textbooks via the internet. Books must be obtained as soon as possible at the beginning of the course to ensure success. Medical textbooks are a substantial expense for students and are estimated to cost over \$1,000 per year. Every effort is made to keep required textbooks to a minimum, however learning a professional medical field requires the use/purchase of these valuable resources.

Tuition & Fees website can be found at: <https://www.stonybrook.edu/bursar/tuition/>

Refund of Tuition & Fees website can be found at the University website at:
<https://www.stonybrook.edu/commcms/sfs/withdrawals/index.php> or the SHP HSC calendar at:
<https://www.stonybrook.edu/commcms/registrar/calendars/HSAC22-23.php#Summer2022>

Clinical Policies: Student Responsibilities

Physical Exam and Immunization Records: Junior Year

All first-year students are required to submit/upload a completed [SHP Health Form for Clinical Programs](#) to CastleBranch® the School of Health Profession's platform for health clearance and management and to the [Student Health Service Medicat](#). This form includes a health history, physical exam, PPD or QuantiFERON®, required immunizations and documentation of a COVID-19 vaccine, COVID-19 booster (when eligible), Poliomyelitis vaccine, and TDAP (TETANUS DIPHTHERIA ACELLULAR PERTUSSIS) within the last 10 years. Quantitative **documentation of titers including lab values and ranges** for measles, mumps, rubella, varicella and hepatitis B (unless Hepatitis B vaccine declination statement is signed). Students must also sign the meningitis form online via [SOLAR](#).

Spring clinical rotations beginning April 2024: Current health history and physical examination using the *SHP Health Form for Clinical Programs* including all required labs/titers must be submitted/uploaded to CastleBranch®, reviewed and in compliance with University/Program policy requirements and dated between **March 1 and March 20**.

Physical Exam and Immunization Records: Senior Year:

Fall Clinical Rotations beginning October/November 2024: Current health history and physical examination using the *SHP Health Form for Clinical Programs* including all required labs/titers must be submitted/uploaded to CastleBranch®, reviewed and in compliance with University/Program policy requirements prior to the start of all clinical rotations.

Spring clinical rotations beginning April 2025: Current health history and physical examination using the *SHP Health Form for Clinical Programs* including all required labs/titers must be submitted/uploaded to CastleBranch®, reviewed and in compliance with University/Program policy requirements and dated between **March 1 and March 20**.

Note: The history, physical exam and labs/titers and immunizations are valid for one year. Any student who does not provide the required health clearance documentation will not be allowed to attend clinical courses until all requirements have been satisfied. (See SHP Student Handbook for details.) Although students may be given submission deadline reminders as a courtesy, it is the student's responsibility to remain current with all requirements and return all required documents to University's Student Health Service and upload to CastleBranch® by the required dates. Participating clinical facilities may require additional screenings, immunizations, and blood titers for certain diseases. Students may also be subject to additional requirements for attendance at participating clinical affiliates these include but are not limited to: additional laboratory and diagnostic tests, chest x-ray, drug screening and criminal background check (as required by that institution), and the purchase of personal protective equipment (PPE).

If a background check, physical examination, and/or lab data uncovers a situation which would preclude school activities and/or clinical attendance, the student will not be permitted to undertake that activity. The Director of Clinical Education in consultation with the Program Director, will review the situation with the student and the student will be informed when and if clinical rotations can be resumed.

Student Health Insurance: All full-time Stony Brook students are required to have health insurance coverage at all times. Health insurance may be purchased through the university or the student must provide proof of equivalent insurance. For more comprehensive information regarding student health insurance please refer to the Student Health Service website at:

<https://www.stonybrook.edu/commcms/studentaffairs/shs/insurance/index.php>

Clinical Policies: Student Responsibilities (continued)

Malpractice Insurance: Each student is required to have annual malpractice insurance and will not be permitted to attend clinical without documented proof of insurance. The cost is approximately \$70.00 for two years. Students are required to purchase insurance online at www.proliability.com and submit proof to the department each academic year by March 1 and upload to CastleBranch®.

Basic Life Support (BLS) Certification: All students are required to have current American Heart Association Basic Life Support for Healthcare Providers (BLS) certification. Students will not be allowed to attend clinical rotations without required proof of current certification. The student is responsible for maintaining current certification during all clinical rotations. The proof of certification must be submitted to the Director of Clinical Education and uploaded to CastleBranch®. A current BLS card is a **requirement for all clinical rotations**.

Health Insurance Portability and Accountability Act (HIPAA) Training and HSC Workforce Confidentiality Agreement: All Health Sciences Center students must complete the required HIPAA training and HSC Workforce Confidentiality Agreement. All information concerning patients is confidential and must not be discussed with anyone who is not authorized or does not require the information for care of that patient. HIPAA training is required on an annual basis and each student must satisfactorily complete the required on-line exam to be in compliance with this requirement.

Clinical Orientation Module: All students are required to complete a computer-based, self-learning module annually and sign the workforce confidentiality agreement by the date specified by the Director of Clinical Education. After successful completion of the module, and quiz, students will receive a certificate of completion. A minimum score of 73% is required to meet this requirement. Students will be provided instruction on how to access the modules and quiz on Blackboard. The modules that are required consist of: infection control, environmental health and safety, confidentiality and information security, corporate compliance, security/campus police.

Clinical Travel: The Respiratory Care Program does not provide travel accommodations to clinical rotations; students are responsible for all travel arrangements and parking for clinical rotations. Travel to clinical sites may require use of your own car or may be accessible by public transportation. The program is primarily concerned with setting clinical rotation schedules in a manner consistent with educational mandates. It is each student's responsibility to make appropriate accommodations to arrive at the clinical site on time and be prepared to actively participate in the clinical experience.

Identification: Stony Brook University-issued ID badge and/or name tag and/or ID badge (provided by the clinical site) must be worn at all times. Students who do not wear the appropriate identification will be asked to leave the clinical site and will result in an unexcused absence.

Student Performance: Students are expected to be responsive and enthusiastic in their performance while on clinical rotation. They are to follow directions, be attentive to patients, ask questions and participate actively in all learning experiences. Students are expected to seek out independent learning experiences as well as those assigned, utilize time effectively and be familiar with all clinical learning objectives.

Clinical Policies: Student Responsibilities (continued)

Professional Behavior: While assigned to a clinical facility, students are responsible to the appointed clinical faculty as well as other program personnel including the medical and technical directors, supervisors and the assigned staff. Students are obligated to abide by all hospital and program policies as well as all other rules and regulations as set forth by the University, SHP, and the Respiratory Care Program. Unexcused tardiness or absence, unavailability, inappropriate behavior, conduct, or dress; or failure to comply with the University or clinical faculty rules and regulations may result in immediate disciplinary action by the clinical faculty, Director of Clinical Education or Department Chair. All students are expected to conduct themselves in a professional manner during any educational experience at a clinical affiliate and demonstrate respect toward personnel, patients and families. This expectation includes being enthusiastic, mature, motivated to learn and accepting of responsibility (see SHP Student Handbook). Should an issue or incident arise (personally, professionally, or medically), the student should immediately contact their assigned clinical instructor and the Director of Clinical Education. While facilitation of your instruction and well-being with a rewarding clinical experience is our primary goal, we cannot accomplish this without your cooperation.

Dress Code: The uniform used during clinical practice will be in accordance with the policy established by the Respiratory Care Program and/or the School of Health Professions. Modifications of the dress code may be made for certain clinical rotations based on the dress policy of the facility.

- A. Short white "blazer" style jacket, also known as "consult coat" style with official "Stony Brook Medicine" logo embroidered above the left pocket.
- B. Respiratory Care Program official scrubs: Red scrub top with official "Stony Brook Medicine, Respiratory Care Program" logo embroidered on left. No other scrub color permitted unless specified by clinical facility.
- C. Limit jewelry (necklaces, piercings, earrings, etc.) as these pose a safety hazard. No hats or scarfs to be worn on clinical. Perfume, cologne, and other scented products may not be worn.
- D. Sneakers must be clean and neat, with modest coloring. Shoes must be: rubber-soled, flat, closed-toe and back (no sling back). No sandals, flip-flops, open-toed or sling-back shoes, work boots, or other non-professional shoes will be allowed.
- E. If scrubs are not permitted at the clinical facility: Denims are not permitted at ANY clinical facility.
 - a. Males should wear dress or khakis pants, dress or collared shirt, lab coat with ID and flat dress comfortable walking shoes.
 - b. Females should wear skirt, dress or khakis pants, dress or collared shirt, lab coat with ID and flat dress comfortable walking shoes. Nail extenders or artificial nails are not permitted.

Students are expected to comply with all national, state and university requirements regarding transmission precautions/protective garments during clinical rotations. Students who are not in compliance with uniform/dress code or identification policies as outlined above, will be asked to leave the clinical site and the day will be counted as an unexcused absence. The Director of Clinical Education will be notified and determine whether make-up time will be assigned or a grade of incomplete "I" will be issued for the course.

Clinical Policies: Student Responsibilities (continued)

Trajecsys® Clinical Passport: The clinical "passport" is a record of the student's clinical experiences based on the instructional and behavioral objectives agreed upon by the Respiratory Care faculty and the clinical faculty. It is comprised of therapeutic and diagnostic tasks that are specific for each rotation and tailored to the particular affiliate. All students are required to purchase access to Trajecsys®, an online clinical tracking/recordkeeping software platform. The approximate cost per student is \$150.00 for (2) two-year access. Payment information and access to the software is discussed in detail during orientation.

Prior to the start of a clinical rotation, students are expected to review the clinical objectives for that clinical rotation. This practice will allow students to have a clear understanding of the tasks and expectations. It is the responsibility of the student to keep the "passport" updated and to obtain the required evaluations, electronic signatures and end-rotation evaluation. At the conclusion of the rotation, the supervising program faculty or Director of Clinical Education or supervising program faculty will completely review each student's online "passport". Students **must** log in and log out and complete the daily log on the system **every day**. All required daily logs, evaluations, assignments, electronic signatures and the end-rotation evaluation must be completed by the last day of the clinical rotation in order for the "passport" to be considered submitted and on time. Failure to comply may result in a lowering of the final grade.

Clocking In and Out for Clinical Rotations: Students are required to clock in and out of their clinical shift using a smart phone or computer with location services (GPS) enabled. The only acceptable location for clocking in/out is from either the clinical department or facility lobby. Students are not allowed to clock in or out from a clinical facility garage, parking lot or any other location; clocking in and out from one of these locations may be counted as an unexcused absence or lateness. Excessive use of the time exception option to clock in or out may be counted as an unexcused absence or lateness.

Clinical Objectives: Students may be quizzed both verbally and/or in writing relative to the content of the clinical practicum. All evaluations are located online under each student's account.

Student Daily Log: The daily log will not be graded but will be evaluated for its appropriateness to the clinical rotation by the supervising program faculty and/or the Director of Clinical Education (DCE). The daily log will be used to document daily activities and thus will provide information regarding areas of practice that have/have not been assigned. The clinical faculty or supervising program faculty /DCE will co-sign the log daily and use it to plan for further learning experiences. The log is a requirement at the completion of EACH clinical shift and must be filled out and submitted regularly, "mass submitting" daily logs over the course of a few days is not acceptable and may result in the lowering of the clinical course grade.

Performance Evaluations by Clinical Faculty: There are required performance evaluations during each clinical rotation. Each one is designed to evaluate the student's progress to date and provide feedback for remediation. The student will be directly observed performing clinical tasks and scored using the Trajecsys® evaluation.

Criteria for Repeating Clinical Evaluation: A score of zero in any of the performance evaluations will require a reevaluation of the student by a clinical faculty with the supervising program faculty and/or the Director of Clinical Education. In this event the weighted evaluation score will be an average of the first and second evaluations.

Evaluations by the Director of Clinical Education and/or faculty: In addition to the performance evaluations, each student will be given a grade for other evaluations specific to that particular clinical rotation.

Evaluation of Professional Habits and Attitudes: The student will be evaluated by faculty (clinical, program, DCE) for professional habits and attitudes during each clinical rotation.

Case Presentation: Most clinical rotations require at least one clinical case presentation. The case presentation will be based on an actual patient situation and may require a review of a peer-reviewed journal article related to the case.

Reading Assignments: All students may be required to purchase texts at the discretion of the supervising program faculty /Director of Clinical Education. This will be made known prior to the start of the rotation. In addition, the clinical faculty may assign certain readings that are appropriate to the clinical topics. All students are responsible for completing these assignments on their own time and be prepared to discuss them during their rotations.

Attendance/Absence and Punctuality for Clinical Rotations: Each student is to complete all assigned clinical time. Each student is expected to be present and ready to begin his/her clinical practicum and begin clinical work promptly at the assigned starting time each day and is to remain until report to the next shift is completed. All clinical time scheduled must be accounted for and the student maybe required to make up any missed time. In case of illness or tardiness, it is the student's responsibility to notify the clinical site, the Program's Director of Clinical Education (DCE), and the supervising program faculty **at least one (1) hour** prior to the start of the shift. Any unexcused absence or lateness is reason for lowering of the final clinical grade. Excessive unexcused lateness or absences (2 or more occurrences during a 4 or 5-week clinical rotation and 1 or more occurrence for a 2-week clinical rotation) are grounds for a grade of "F" in the clinical rotation. Written documentation to excuse lateness or absences will be required. Failure to provide requested written documentation will classify the event as unexcused. The Director of Clinical Education will provide further instruction regarding the make-up of missed time.

Any request for time off from clinical must be approved in advance and at the discretion of the Director of Clinical Education. A grade of "I" will be submitted if the student fails to make up any time at the end of the rotation.

Early Dismissals or Planned Absences: Early dismissals or planned absences must be arranged in advance with the Director of Clinical Education. Once permission is given, the student must notify both the supervising program faculty and clinical instructor at the assigned clinical site. Failure to follow the above steps is reason for lowering of the clinical grade.

If the clinical faculty dismisses you more than 30 minutes before the end of your clinical shift, you must notify the Director of Clinical Education and supervising program faculty by phone or text. Any student that leaves a clinical site early for any reason must contact the Director of Clinical Education and the supervising program faculty to leave a message prior to leaving the clinical site. **Failure to notify the Director of Clinical Education of an early dismissal as outlined above, will be considered an unexcused absence/lateness and subject to lowering of the clinical grade.**

Criteria for Immediate Dismissal from a Clinical Site - with Subsequent Respiratory Care Review of Student's Progress to Date

- A failure on the second evaluation of a performance evaluation.
- Chronic tardiness or absenteeism which is defined as more than one (1) occurrence in one week or two (2) for the current rotation without medical documentation and/or failure to contact the faculty as required.
- Academic and/or clinical dishonesty and/or failure to report such occurrences.
- Failure to follow clinical passport regulations.
- Demonstration of unsafe clinical judgment or practice that endangers the welfare of clients, oneself or other healthcare professionals.

Clinical Policies: Student Responsibilities (continued)

Potential Exposure (Clinical Rotations)

During your clinical rotations, you may come into contact with patients having communicable diseases. To protect yourself from cross contamination, you must use all standard and advanced precautions as applicable. Airborne and contact precautions must be taken with any patient presenting with an acute febrile respiratory illness. Students are required to complete Clinical Orientation Modules with a minimum score of 73% is required. (See page 45 Clinical Orientation Modules for more details).

Student Injuries While on Clinical: The student should notify the Director of Clinical Education of any injury sustained while on clinical rotation. An SHP Safety Incident Report must be filled out by the covering program faculty for any student injury. Completed forms are to be returned to the Department Chair for review. The student should be seen for emergency care as recommended by the covering clinical faculty. This does not include routine medical care or for colds or flu. All required paperwork must be completed. Students are required to carry health insurance and are responsible for all costs related to emergency care and accidental exposure.

For Needle sticks/Blood borne Exposure:

1. **Immediately inform your clinical instructor/preceptor, department supervisor at the clinical site and the Director of Clinical Education.**
2. Seek post-exposure evaluation immediately.
3. Follow the post-exposure protocol of the clinical site.
 - a. If the clinical site does not have a protocol, go to the nearest Emergency Room.
 - b. If you are unsure of how to proceed, contact the Director of Clinical Education
4. Complete any required incident reports at the clinical site.
5. Complete a School of Health Professions Safety Incident Report provided to you by the Director of Clinical Education within 48 hours of occurrence.

Clinical Affiliates

<p>Good Samaritan Hospital Medical Center 1000 Montauk Highway West Islip, NY 11795</p>	<p>NYU Langone Health 550 1st Avenue, 3rd Floor New York, NY 10016</p>
<p>Good Samaritan Medical Center for Pediatric Specialty Care Center for Pediatric Sleep Disorders 655 Deer Park Avenue Babylon, NY 11702</p>	<p>NYU Winthrop University Hospital 259 First Street Mineola, NY 11501</p>
<p>Flushing Hospital Medical Center 4500 Parsons Blvd (Parsons Blvd & 45th Ave) Flushing, NY 11355</p>	<p>Saint Charles Hospital 200 Belle Terre Road Port Jefferson, NY 11777</p>
<p>Jamaica Hospital Medical Center 8900 Van Wyck Expressway Jamaica, NY 11418</p>	<p>Saint Catherine of Siena Medical Center 50 New York 25A Smithtown, NY 11781</p>
<p>John T. Mather Memorial Hospital-Northwell Health System 75 North Country Road Port Jefferson, NY 11777</p>	<p>Saint Francis Hospital 100 Port Washington Boulevard Roslyn, NY 11576</p>
<p>Saint Francis Hospital Pulmonary Rehab DeMatteis Center 101 Northern Blvd Greenvale, NY 11548</p>	<p>43-20 Van Dam Street Sleep Lab 43-20 Van Dam Street Long Island City, NY 11101</p>
<p>Long Island Community Hospital 101 Hospital Road E. Patchogue, NY 11772</p>	<p>Southside Hospital-Northwell Health System 301 East Main Street Bayshore, NY 11706</p>
<p>Long Island Jewish Medical Center-Northwell Health System Lakeville Road New Hyde Park, NY 10040</p>	<p>Stony Brook Sleep Disorders Center 240 Middle Country Rd, Suite A Smithtown, NY 11787</p>
<p>Long Island Jewish Medical Center - Pulmonary Rehabilitation-Northwell Health System 410 Lakeville Road - Suite 104 New Hyde Park, NY 11040</p>	<p>Stony Brook/Southampton Hospital 240 Meeting House Lane Southampton, NY 11968</p>
<p>North Shore University Hospital-Northwell Health System 300 Community Drive Manhasset, NY 11030</p>	<p>Stony Brook University Hospital SUNY at Stony Brook Stony Brook, NY 11794</p>
<p>North Shore University Hospital Sleep Center-Northwell Health System 155 Community Drive Lower Level Great Neck, NY 11021</p>	<p>Bellevue Hospital/Health & Hospitals 462 1st Ave New York, NY 10016</p>

Clinical Faculty Responsibilities

Faculty Appointments: All clinical faculty are to complete and return all documents pertaining to their clinical faculty appointments.

Clinical Passport: All clinical faculty should be thoroughly familiar with the contents and objectives of each passport/rotation that they preceptor which is located in [Trajecsys®](#) the online clinical tracking software platform.

Student Coordination: The clinical faculty is responsible for orientating the student to the facilities policy and procedures, including but not limited to: safety protocols, infection control, hospital emergency codes and various other policy and procedures and the student may encounter or need during their clinical rotation. The clinical faculty is responsible for coordinating the students' day to day learning experiences while they are at your facility. As a clinical faculty member, it is your responsibility to accept students assigned to you willingly and with enthusiasm. Your duties will include the providing of on-going clinical instruction; including reviewing patient records, techniques and modes of therapy, review of diagnostic procedures for equipment, departmental procedures and records, as well as direct patient contact activities. As a clinical faculty member, you will act as the student's primary clinical instructor and will directly supervise and evaluate their progress in all patient care situations.

The clinical faculty will act as the liaison between the clinical site personnel (e.g. department managers, supervisors, etc.), Stony Brook Respiratory Care Program Director of Clinical Education, and the student to create an optimal patient care experience. Clinical faculty should personally choose the patients and the quantity and type of therapy deemed appropriate for the student(s). This approach and rationale are designed to assist the student in developing and learning at his/her own individual pace.

Physician Input Coordination: Physician input is vital to the clinical instructional system and an essential component of the student's overall education. The input can be in the form of patient rounds, clinical care conferences, departmental or other hospital in-services, or can be observation (i.e. bronchoscopy or other medical procedures). The student/physician relationship should enhance the stated objectives of the rotation. Physicians that should be included are: 1) The department medical director and associates; 2) attending physicians; 3) subspecialty physicians; and 4) fellows and residents. All physician contact time must be documented by the student on the daily log of the clinical passport.

Record Keeping: It is the responsibility of the clinical faculty to monitor attendance and student progress. The clinical faculty is also responsible for administering all performance evaluations and should use the objectives list to monitor the student's progress during the rotation.

Student Evaluation: The clinical faculty is responsible for evaluating the students' performance in all content as outlined in the clinical rotation online "passport". All clinical faculty should strive to evaluate each student individually, and as objectively as possible. This includes proper documentation at all times. Following this format will allow fairness to all individuals involved in the evaluation process. Students should be evaluated at regular intervals throughout the clinical rotation and all required evaluations must be completed before the end of the rotation. Each evaluation should be reviewed by the student.

As a clinical faculty member, you may be called upon to counsel students in both professional and academic matters. This responsibility should not be taken lightly and all counsel should be provided in an atmosphere of trust and positive reinforcement. Any issues that cannot be resolved by the parties involved should be referred to the Director of Clinical Education as soon as possible.

Director of Clinical Education Responsibilities

Clinical Faculty

The Director of Clinical Education:

- In consultation with the Department Chair, will initiate all clinical faculty appointments.
- Will supervise and coordinate the clinical faculty of the hospital affiliates and plan the activities for each practicum.
- Will meet with the clinical faculty at least once during the academic year.
- Shall, on an ongoing basis, evaluate the quality, contribution, and appropriateness of all clinical faculty and/or staff participating in clinical instruction and provide in-service or seminars to improve the quality of that instruction. This evaluation will be both informal and formal and will be drawn from student evaluations and evaluations from the director of clinical education.
- Will notify the clinical faculty of any curriculum changes so that they can be incorporated into each clinical practicum.

Clinical Practice

The Director of Clinical Education:

- In consultation with the Department Chair and medical director, will ensure that instruction in the clinical affiliates is properly coordinated and that all students receive adequate medical and technical instruction, patient exposure and learning experiences to successfully complete each clinical objective.
- Will assign and schedule all students who have met the prerequisites to a clinical site.
- Will notify each clinical affiliate of the dates, schedule of events and student names participating in clinicals.
- Will integrate each clinical practicum with the curriculum, goals and objectives of the respiratory care program.
- In conjunction with the clinical faculty, their medical directors, and the medical director of the Respiratory Care Program, will plan and evaluate all physician input that occurs during the clinical practical.

Student Evaluation

The Director of Clinical Education:

- Visit clinical affiliates to counsel students or evaluate skill competence as needed.
- In consultation with program faculty and clinical faculty, will assure that a practicum grade has been recorded based on the criteria outlined in [Trajecsys®](#).
- Is responsible for all aspects of clinical education. All problems/issues regarding clinical education should be directed to the Director of Clinical Education.

General Responsibilities

The Director of Clinical Education will:

- Provide informal and formal data regarding clinical instruction to the program director and together with the medical director evaluate all phases of the clinical component of the program.
- Investigate ways to enhance/increase student/physician contact.
- Update CoARC clinical information on an ongoing basis.
- Make appointments for clinical site visitations.
- Review clinical site/rotation evaluation forms and make adjustments as required.
- Review student clinical records.
- Promote professionalism and quality patient care within the clinical affiliates.
- Provide the clinical affiliates with in-service education and preceptor training as needed.
- Encourage questions, comments and suggestions concerning clinical education.
- Keep the program director and medical director informed of all data regarding clinical education.

Graduation Requirements

Graduation from the Respiratory Care (RC) program requires that the student successfully:

- Pass each Respiratory Care (RC) course and clinical and maintain a professional GPA of 2.5 and HSC GPA of 2.0.
- The student must apply for graduation. (Note: Information regarding application for graduation will be emailed to the student in the spring of the senior.)
- Each student's transcript is reviewed by the department's administrative assistant, their faculty advisor and the Program Director/Department Chair.
- The graduation clearance requirement process for the Department of Respiratory Care is to check each student's file and transcripts for completed prerequisites, completed transfer credits (if applicable), no incompletes or "F" on transcript, completed Junior and Senior Year Respiratory Care courses and clinicals, completed Optional Polysomnography Certificate Course and Clinical (if applicable)
- Completed Professional Service Requirement. (Note: See page 40-41 for complete details)
- Completed Advanced Cardiovascular Life Support (ACLS) and submit the e- card to the Respiratory Care program Staff Assistant. (Note: See page 43 for complete details)
- Documentation of the department's cleared students is provided to the Assistant Dean for Academic and Student Affairs of School of Health Professions, and cleared documentation is sent to the university registrar and once cleared.
- The degree is posted on the transcript and earns a baccalaureate degree in Respiratory Care from Stony Brook University.

Student Resources

Academic Calendar

The Health Sciences Calendar was prepared with the most accurate information available as of June 2023; all information contained in this calendar is subject to change without notice. To visit the website:

<https://www.stonybrook.edu/commcms/registrar/calendars/HSAC23-24.php#Summer2023>

Brightspace for Students

Brightspace is the new Digital Learning Environment for all SUNY schools. Visit the website:

<https://it.stonybrook.edu/services/brightspace>

Counseling and Psychological Services (CAPS): CAPS offers free and confidential services to enrolled students. Services include crisis intervention, brief counseling for individuals, couples and groups; consultation to students, faculty, staff, friends, and parents; medication management; and assistance with referrals to community resources. For information regarding CAPS can be found at:

<https://www.stonybrook.edu/commcms/studentaffairs/caps/>

Family Education Rights and Privacy Act (FERPA): Stony Brook University maintains various student records to document academic progress as well as to record interactions with University staff and officials. To protect the student's rights to privacy, and to conform to federal and State laws the University has an established policy for handling students' records.

With very limited exceptions, student information must not be transmitted by any University employee to anyone outside the University without the express written release by the student or pursuant to a lawfully subpoena/order, coordinated by the Office of University Counsel. Please refer to the following campus website for guidance with laws regulating confidentiality of student records and dissemination of other student personal and academic

information: <http://www.stonybrook.edu/commcms/registrar/policies/ferpa.php>

Please note that without a signed FERPA release faculty cannot discuss a student with his/her parents under any circumstances.

Health Science Library

The Health Science Library can assist the students in getting assistance with library resources, instruction, searches, and research support. Visit the website: <https://guides.library.stonybrook.edu/health-professions>

Safety at Stony Brook University: The following website link gives important information about safety on campus. <http://www.stonybrook.edu/sb/safety.shtml>

SoftWeb

SoftWeb is Stony Brook University's software distribution Website. Faculty, staff and students are eligible to download software from SoftWeb at no charge. Visit website for additional information:

<https://softweb.cc.stonybrook.edu/?who>

SOLAR

SOLAR is Stony Brook University's enterprise-wide, self-service system which provides faculty, staff and students with online access to manage personal information. Students use SOLAR to register for classes, print schedules, view and pay bills, update personal contact information, view transcripts, and submit student employment timesheets. Visit website for additional information:

<https://it.stonybrook.edu/services/solar>

School of Health Professions (SHP) Policies and Procedures

The School of Health Professions (SHP) Policies and Procedures website has information regarding Academic Dishonesty, Academic Dishonesty Incident Report, Academic Standing, Academic Standing Grading, Appointment, Promotion and Tenure, Assembly Bylaws, Course Waiver, Course Waiver Petition, Credit by Challenge Examination, Credit by Challenge Examination Petition, Graduate Application for Licensure, Registry, Certification for Degree Candidates or Alumni, Health Sciences Bulletin, Independent Study and Readings, RCRS Policy, and Safety Incident Report. The website can be found at: <https://healthprofessions.stonybrookmedicine.edu/faculty/policies>

Academic Dishonesty

The University Senate Academic Judiciary Committee is responsible for the establishment of general guidelines for dealing with academic dishonesty. The Academic Judiciary Committee or the Committee on Academic Standing of the school in which the student is enrolled has the responsibility for handling individual cases of academic dishonesty. The School of Health Professions has its own Academic Standing Committee (hereafter known as the ASC). Academic dishonesty includes any act which is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or other recognition which is not properly earned. It is to behave, or to help another to behave, so as to improperly advance, protect, or diminish the academic status of individuals or the University.

Academic Dishonesty document can be found at:

<https://healthprofessions.stonybrookmedicine.edu/sites/default/files/Academic%20Dishonesty%20Policy%20%26%20Procedures%20Revision%205-16-14.pdf>

Academic Dishonesty Incident Report document can be found at:

<https://healthprofessions.stonybrookmedicine.edu/sites/default/files/Academic%20Dishonesty%20Incident%20Report%205-14.pdf>

Academic Standing:

A student's academic standing is subject to university standards and to the policies of the School of Health Professions (SHP). The Dean of the school shall be responsible for final decisions concerning a student's status. A student needs to be in good standing (p. 1) to maintain matriculation within the school's programs. If the student fails to maintain good academic standing, the student may be subject to either departmental warning (p. 2), probation (p. 2), suspension (p. 3) or termination (p. 6). Students have the right of appeal to challenge any change in academic standing (p. 7). In cases of academic dishonesty, see SHP Policy and Procedures on Academic Dishonesty.

Academic Standing Grading document can be found at:

<https://healthprofessions.stonybrookmedicine.edu/sites/default/files/shtmlpubfiles/AcademicStandingGrading.pdf>

School of Health Professions (SHP) Policies and Procedures (continued)

Authorized Withdrawal: Withdrawal from the Health Sciences, for any reason, will be recorded only when the student requests to withdraw in writing and the Program Chair/Director supports the request. The Program Chair/Director shall forward the request to the Dean. The date upon which the student requests to withdraw, and not the date of the last documented class attendance, is considered the official day of withdrawal. Non-attendance or notification to the instructors does not constitute formal withdrawal. The student must submit the request in writing no later than two (2) modules or ten (10) weeks after the date of the last class attended.

Unauthorized Withdrawal: A student who leaves the school without obtaining an official withdrawal shall be considered to have an unauthorized withdrawal and may forfeit; 1) the privilege of honorable dismissal, 2) the prospect of readmission and will be reported on the official student transcript as having failed all courses which have not been completed

NOTE: SHP Policies and Procedures regarding withdrawals supersede west campus University Policies and Procedures for withdrawal. The Policy and Procedure for SHP Authorized Withdrawal and Unauthorized Withdrawal is below and can be found in the SHP Handbook for Students in entry level professional programs.

<https://healthprofessions.stonybrookmedicine.edu/students/incoming/orientation>

Course Waiver document can be found at:

https://healthprofessions.stonybrookmedicine.edu/sites/default/files/shtmpubfiles/CourseWaiver_003.pdf

Course Waiver Petition document can be found at:

https://healthtechnology.stonybrookmedicine.edu/sites/default/files/09-Petition%20for%20Course%20Waiver%204-08_0.pdf

Credit by Challenge Examination document can be found at:

<https://healthprofessions.stonybrookmedicine.edu/sites/default/files/shtmpubfiles/CreditbyChallengeExamination.pdf>

Credit by Challenge Examination Petition document can be found at:

https://healthprofessions.stonybrookmedicine.edu/sites/default/files/11-petition%20for%20challenge%20exam%20AA-010_0.pdf

Graduate Application for Licensure, Registry, Certification for Degree Candidates or Alumni document can be found at:

<https://healthprofessions.stonybrookmedicine.edu/sites/default/files/Procedure%20for%20Official%20Documents%205.16.18.pdf>

Health Sciences Bulletin document can be found at:

<https://www.stonybrook.edu/hsbulletin/>

Independent Study and Readings document can be found at:

https://healthprofessions.stonybrookmedicine.edu/sites/default/files/shtmpubfiles/IndependentStudyandReadings_003.pdf

Safety Incident Report document can be found at:

<https://healthprofessions.stonybrookmedicine.edu/sites/default/files/shtmpubfiles/SafetyIncidentReport.pdf>

SHP Office of the Director of Diversity

The mission of the School of Health Professions (SHP) Office of the Director of Diversity (ODD) is to work collaboratively with faculty, staff, students, and other stakeholders to promote a broadened individual and collective understanding of diversity, equity, and inclusion. Our aim is to create a culture of inclusion and social justice within SHP, by recognizing its diversity and addressing mechanisms of systemic bias that affect marginalized groups. The aim is to foster growth and advocacy for all members of the School. With support from leadership, the ODD advises and recommends policies, professional development, and pedagogical practices as is consistent with the mission of the SHP. Visit the website: <https://healthprofessions.stonybrookmedicine.edu/diversity>

Stony Brook University Office of Equity and Access

Stony Brook University Non-Discrimination Statement and Title IX Notice of Non-Discrimination:

Stony Brook University's administration, faculty, staff, and students are all responsible for helping to create and maintain welcoming environments. It is important that we familiarize ourselves with the policies that effect our daily interactions with others on campus. Please take time to review the University's Equal Opportunity/Affirmative Action Policy (P105) and Sexual Misconduct and Reporting Policy (P106). Both policies are vital to creating and maintaining a community, in which our diverse population can live, work, study, and recreate in an atmosphere of tolerance, civility, equity, equal employment opportunity, and respect for every individual.

Visit the website: https://www.stonybrook.edu/commcms/pres/from_president/message_102620

Non-Discrimination Statement: Stony Brook University prohibits discrimination on the basis of race, sex, sexual orientation, gender identity and expression, religion, age, color, creed, national or ethnic origin, disability, marital status, familial status, genetic predisposition, criminal conviction, domestic violence victim status, veteran status and/or military status and all other protected classes and groups under Federal and State Laws in the administration of its policies, programs, activities, or other Stony Brook University administered programs or employment. For additional information regarding Stony Brook University's Policy on non-discrimination, please see: the Equal Opportunity/Affirmative Action Policy: [Stony Brook University Non-Discrimination Statement | Office of the President](#)

Title IX Notice of Non-Discrimination: Stony Brook University prohibits discrimination on the basis of sex, gender, and/or gender identity or expression, which includes: discriminatory harassment and sexual harassment, non-consensual sexual contact, sexual violence/assault, domestic violence, dating violence, and stalking. For more information regarding the Sexual Misconduct and Reporting Policy, please visit: <http://www.stonybrook.edu/policy/policies.shtml?ID=106>

For more information on Responsible Employee, their responsibilities, and to access the Responsible Employee training, please visit: https://www.stonybrook.edu/commcms/oea/_old-titleix-pages/responsible-employee/

The Office of Equity & Access (OEA) is charged with the responsibility of monitoring these notices. Marjolie Leonard serves as the Senior Director for OIDE as well as the University's Title IX and ADA Coordinator. **To file a discrimination complaint**, contact OEA at 201 Administration Building, Stony Brook University, Stony Brook, NY 11794-0251, (631) 632-6280, reportit@stonybrook.edu, or visit: <http://www.stonybrook.edu/oea>

University Policies and Procedures for Instructors

Instructional/Student Responsibilities: The University Senate's Undergraduate Council updated The University's statement of Minimal Instruction and Student Responsibilities in Fall 2008. Please review it carefully. Also listed are the Minimal Undergraduate Student Responsibilities. You may wish to copy these for your classes or direct students to the website. Both statements may be found in the Academic Policies and Regulations section of the on-line Undergraduate Bulletin: https://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/policies_expectations/min_instructional_student_resp.php

Accessibility of Course Content: It is important for all students to have equal access to course materials at all times. For this reason, when your pedagogy includes videos or audio, captions or a transcript **must be made available** at the same time the media is posted. To insure access for students with print disabilities, electronic documents should be created following accessibility best practices. You can find more information at the following:
https://www.stonybrook.edu/commcms/provost/faculty/handbook/academic_policies/policies_and_procedures_for_instructors

Learning Objectives: It is expected that all course syllabi will contain measurable learning objectives. This is always good pedagogical practice and a University requirement.

Posting of Course Syllabi: All course syllabi should be available to students as early as possible for the upcoming semester, but available before the first day of class. Syllabi should be uploaded to the instructor's course Brightspace site.

Religious Holiday Statement: All faculty should be familiar with the Religious Holiday Statement and Academic Calendar found on the Office of the Provost
Page: http://www.stonybrook.edu/commcms/provost/faculty/handbook/employment/religious_holidays_policy.php.

Student Participation in University-Sponsored Activities: Students may be required to miss class as a result of their participation in an event or activity sponsored by the University. Please see the on-line Undergraduate Bulletin for the policy regulating the accommodations that should be made for these students:
https://www.stonybrook.edu/sb/bulletin/current/policiesandregulations/policies_expectations/participation_univspnsored_activities.php

Responding to Student Disruptions: Faculty should be aware of the policies related to student disruptions in the classroom. You can find this information at the following link: <http://www.stonybrook.edu/commcms/studentaffairs/ucs/policies/disruption>.

Student Success Resources: One concern often expressed by faculty is not being sure where to refer students who need assistance. A helpful resource is the "For Students" section linked from the Stony Brook homepage: <http://www.stonybrook.edu/for-students> as well as the Division of Undergraduate Education website: <http://www.stonybrook.edu/commcms/du/index.html>.

Withdrawals: The academic calendar, published in the Undergraduate Class Schedule, lists various dates that students must follow. Only the Arts and Sciences Committee on Academic Standing and Appeals or the Engineering and Applied Sciences Committee on Academic Standing may grant permission for a student to withdraw from a course after the deadline. The same is true of withdrawals that will result in an academic under-load. A note from the instructor is not sufficient to secure a withdrawal from a course in the above circumstances.

**Appendix A: Stony Brook University - School of Health Professions
Respiratory Care Program - Student Counseling Form**

Student Name: _____ ID: _____

1. Reviewed academic performance with the student regarding course _____.
The student has been informed that his/her academic performance for this course is below an acceptable standard. As a result of the poor academic performance in the upper division Respiratory Care Program, the student may be recommended for academic probation or termination.

Comments: _____

2. Reviewed with the student that attendance and punctuality for all courses are mandatory. Spoke with the student regarding his/her lateness or unexcused absence for course _____.
Excessive lateness or absences (3 or more occurrences) are grounds for a grade of "F" in the course. It is the students' responsibility to leave a message for the instructor concerning the circumstances for lateness or absence. It is the instructor's prerogative to require written documentation to excuse lateness or absences. Failure to provide requested written documentation will classify the event as unexcused.

Comments: _____

3. Reviewed with the student that attendance and punctuality for all clinical rotations are mandatory. The clinical site, the program's director of clinical education, and the supervising program faculty must be directly contacted by telephone of any lateness or absence before the start of the clinical day. Any unexcused absence or lateness is reason for the lowering of the clinical grade. Excessive unexcused lateness or absences (3 or more occurrences) are grounds for a grade of "F" in the clinical course. Written documentation to excuse lateness or absences is required and must be submitted to the Respiratory Care Program's director of clinical education. Failure to provide written documentation will classify the event as unexcused.

Comments: _____

4. Reviewed with the student that students are expected to conduct themselves professionally during any educational experience at a clinical affiliate and demonstrate respect toward personnel, patients, and families. Students are obligated to abide by all hospital and program policies as well as all other rules and regulations as set forth by the University, SHP, and the Respiratory Care program.

Comments: _____

5. Reviewed with the student that attendance and punctuality for all required courses are mandatory. Each professor has the prerogative to decrease a student's final grade for repeated lateness or unexcused absences. The student is required to leave a message for the instructor concerning the circumstances of the lateness or absence.

Comments: _____

6. Reviewed with the student that inappropriate behavior, conduct, or dress; or failure to comply with the university or clinical faculty rules and regulations may result in immediate disciplinary action by the Program Chair.

Comments: _____

Student Signature: _____ Instructor's Signature: _____

Copy of this counseling session will be provided to the student and be placed in the student's program file.

Appendix B: School of Health Professions - Curriculum Committee Policy and Procedures

How To Propose a New Course

- STEP 1 - The course instructor completes the Course Proposal Form. *Once beginning the process of filling out a proposal form you must complete the form and **submit** the proposal online for it to be viewed on line by the committee.*
- STEP 2 - The course instructor will print out an original hard copy of the course proposal form, with an original signature page and a copy of the course syllabus.
- STEP 3 - The course instructor reviews the proposal with the department curriculum committee representative and Department Chairperson or Program Director for approval and signature. *Recommended changes must be edited online*
- STEP 4 - The Department Chairperson or Program Director will initial and present the proposal to the Division Chairperson for approval and signature.
- STEP 5 - The course instructor will then present the originals to the Curriculum Committee Chair. Once received, the Chair will forward the proposal and syllabus to the committee for review.
- STEP 6 - The Curriculum Committee Chair will schedule a committee meeting with the course instructor (or department representative) for final review and discussion. The committee Chair will forward the course proposal, syllabus, and original signature page to the Assistant Dean for Student Affairs with recommendations.
- STEP 7 - After review, the Dean's office will make a final recommendation and will notify the course instructor, Department Chair or Program Director, and Chair of the Curriculum Committee of its actions.

How To Revise a Course

NOTE: Course revisions are necessary if any changes are made to the content or overall objectives that alter the course goals or rationale, if changes are made in course title or content, grade format (S/F), number of credits in course of overall program, or if the course is being changed to an online format. *(If in doubt contact the committee chair).* *ANY COURSE(S) THAT WERE ACTIVE PRIOR TO 1999 MUST BE SUBMITTED ONLINE. Link to People Soft Catalog on Solar to view most recent course description. (sign onto Solar, left side column Advisor Services, click view course catalog, at subject area type in program letters i.e. HAP, HAN, view course description)

- STEP 1 - The course instructor accesses the course proposal to be revised under the Edit Existing courses menu. *(If a course proposal is not on line the instructor must enter the proposal data and select revised).*
- STEP 2 - The course instructor prints out a hard copy of the original proposal and original course syllabus prior to making any changes.
- STEP 3 - The course instructor edits the Course Proposal Form and uploads the revised syllabus (if necessary).
- STEP 4 - The course instructor prints out an original hard copy of the revised course proposal, with an original signature page and a copy of the most current course syllabus.
- STEP 5 - The course instructor reviews the proposal with the department curriculum committee representative, Department Chairperson or Program Director for approval and signature. *Recommended changes must be edited on line.*

How To Revise a Course (continued)

- STEP 6 - The Department Chairperson or Program Director initials and presents the proposal to the Division Chairperson for approval and signature.
- STEP 7 - The course instructor presents the originals to the Curriculum Committee Chair. Once received, the Chair forwards the proposal and syllabus to the committee for review.
- STEP 8 - The Curriculum Committee schedules a meeting with the course instructor (or department representative) for final review and discussion. The committee Chair forwards the course proposal, syllabus, and original signature page to the Assistant Dean for Student Affairs office with recommendations.
- STEP 9- After review, the Dean's office makes final recommendations and notifies the course instructor, Department Chair or Program Director, and Chair of the Curriculum Committee of its actions.

NOTE: Once revised, courses will be assigned a red "R" next to the name on the online menus.

How To Reactivate A Course

NOTE: This should ONLY be done when a course was deactivated or removed from the HSC Bulletin and the department has decided to reintroduce/reinstate the course. *ANY COURSE(S) THAT WERE ACTIVE PRIOR TO 1999 MUST BE SUBMITTED ONLINE AS A REVISED COURSE.

- STEP 1 - The course instructor/Program Director contacts the curriculum committee chair via a memo indicating the rationale for reactivation. The memo must include the course(s) title and number.
- STEP 2 - A signature page must be completed and attached to the memo.

How To Delete a Course

NOTE: This should ONLY be done when a course is permanently deleted and will no longer be offered in the curriculum. If the program decides to reinstate the course a new number and title will be given. *If there is a possibility that this course will be offered in the future, consider the Deactivate option.*

- STEP 1 - The course instructor/Program Director contacts the curriculum committee chair via a memo, indicating the rationale for deletion. The memo must include the course(s) title and number.
- STEP 2 - A signature page must be completed and attached to the memo.

How To Deactivate a Course...

NOTE: This should ONLY be done when a course that is listed in the HSC Bulletin is removed from listing, however, the potential to reactivate a course in the future remains.

- STEP 1 - The course instructor/Program Director contacts the curriculum committee chair via a memo indicating the rationale for deactivation. The memo must include the course(s) title and number.
- STEP 2 - A signature page must be completed and attached to the Memo.