INTRODUCTION TO THE RESPIRATORY CARE PROGRAM
Objectives

- Provide a brief video about the field of Respiratory Care
- Explain the process for a student applying to our program
  - Selective Ranking Form
- Demonstrate my introduction to Respiratory Care utilized in informal information sessions we offer on a monthly basis.
- Includes the roles of a respiratory therapist (what we do)
  - How these skills are obtained
  - Where the duties are performed
  - Our Program Mission Statement and specific learning outcomes
  - Our curriculum
  - Suggestions for success in the program
  - Additional information about clinical
Objectives

• Provide program statistics about Attrition Rates, Job Placement and our Board Exams
• Provide information about job prospects
• Questions to ask yourself if you think you want to be a respiratory therapists
• Provide resources for further questions

• Question and Answer Period
Our Curriculum

- 24 straight months (includes summers)
- Accept a new class of 20 students each fall
- 81 total credit hours
- Associate of Applied Science in Respiratory Care
IMPORTANT CHANGES COMING

• BIO 112 will be dropped for those applying in 2017

• The following courses will be added:
  • BIO 210
  • BIO 211
  • BIO 225
Our Curriculum

• General Education Courses (2017)
  - COL 101 College Orientation
  - ENG 101 English Composition
  - PSY 201 General Psychology
  - BIO 210 Anatomy & Physiology I
  - BIO 211 Anatomy & Physiology II
  - BIO 225 Microbiology
  - MAT 120 Probability & Statistics
  - Humanities

• Fall Semester
  - Meets Monday through Thursday from 8:00 until 12:30. Seems like short days but we keep you busy.

• Spring Semester
  - One of our busiest semesters with classes on Monday through Wednesday from 8:00 until 3:30 and clinic on Thursday from 6:45 until 4:00.
  - Remaining semesters keep a Monday through Thursday format with two clinic days per week.
Important Information

• The Respiratory Care Program is a competitive program and students are required to submit a selective admission packet in the event that the number of students applying to the program exceed the number that we can accept into the formal program in the fall. This process will start in May with the downloading of packets to complete and returned. Exact dates to be posted on the website.

• It is likely, some students will be placed on a wait list
Respiratory Care

Overview

The 2016 application process is over. The application process for Fall 2017 will begin in May.

Note: for the August 2017 admission year, Respiratory Care Program requirements are changing. Students anticipating an August 2017 admission should take BIO 210 and BIO 211 in place of BIO 112. In addition, BIO 225 is being added, this course can be taken before admission to the respiratory program or after.

Scheduled informal information sessions are held to discuss the field of Respiratory Care, the program or the application process. They are held in the Health Science Building on the central campus. Dates may change or be updated so check back with us often for the latest.
Tuesday May 17th 4:00 pm HSB 319
Tuesday June 14th 4:00 pm HSB 319
Tuesday July 12th 4:00 pm HSB 319

Among the first medical specialist called in emergency treatment of acute respiratory conditions are the respiratory care practitioners. The respiratory therapist assesses the patient’s need for respiratory care, administers the respiratory therapy, evaluates the patients response and modifies the care to provide the maximum benefit to the patient. The therapist is a resource to the physician and may function unsupervised. In addition, the therapist supervises, directs and teaches less skilled personnel. Therefore, great individual judgment is required. Increasing numbers of cardio-respiratory problems, chronic asthma and emphysema victims mean an increasing need for graduates. The Respiratory Care Program is twenty-four months and the graduate will receive an associate degree.

Full time students in this program enroll in three to five courses per term which average 17.30 class/lab hours per week or 9-18 credit hours per term. The two year graduate receives an associate degree in health sciences and is eligible to apply for admission to the National Board Exams and for South Carolina State Licensure.
# SPARTANBURG COMMUNITY COLLEGE

**Respiratory Care Program – Associate in Health Science**

## Selective Ranking Form

### Student:  
Student ID:  
Application Date:

Applicants must calculate their scores on this sheet and provide supporting documentation (WebAdvisor Transcript) for each score. The sheet will be verified by the program faculty. Students with the greatest number of points will be selected for admission, up to the maximum number of seats allowed.

- Observation hours and volunteer work may be completed at any time prior to submitting an admission packet. Student should obtain documentation at the time of completion.

Respiratory Program Applicants will receive evaluation points on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Considerations</th>
<th>Scoring</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable to all courses</td>
<td>No points will be awarded for grades less than &quot;C&quot;</td>
<td>Grades of D, F, W or WF = 0 points</td>
<td></td>
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</tbody>
</table>
| BIO 210  
Anatomy and Physiology I | Review student’s transcript to verify points | | A = 8  
B = 6  
C = 4 |  |
| BIO 211  
Anatomy and Physiology II | Review student’s transcript to verify points | | A = 8  
B = 6  
C = 4 |  |
| BIO 225  
Microbiology | Review student’s transcript to verify points | | A = 8  
B = 6  
C = 4 |  |
| COL 101  
College Orientation | Review student’s transcript to verify points or proof of prior college success | | A = 5  
B = 4  
C = 2 |  |
| ENG 101  
English Composition I | Review student’s transcript to verify points | | A = 5  
B = 4  
C = 2 |  |
| MAT 120  
Probability and Statistics | Review student’s transcript to verify points | | A = 8  
B = 6  
C = 4 |  |
| FSY 201; PSY 263; FSY 213; PSY 214  
General Psychology | Review student’s transcript to verify points | | A = 3  
B = 2  
C = 1 |  |
| Completion of above General Education courses: | Review student’s transcript to verify points | | All courses above completed = 7  
6 courses above completed = 6  
5 courses above completed = 5  
1-4 courses above completed = 3 |  |
| Observation hours in a clinically affiliated Respiratory Care Department | Documentation of clinical hours must be reviewed by Department Faculty (6 hours minimum completed) | | 6 hours = 6 |  |
| Health Related Professions experience (excludes observation hours) | Must show documentation of job duties, start date and end date on facility letterhead | | (1) EMS or FCT Certificate = 6  
(2) Employed in other Health Related Profession = 4  
(3) Volunteer in healthcare facility > 6 mos. = 2 |  |
| Previous Education | Based on highest applicable education or experience (select one only). Maximum points = 8 (Must show certificate or diploma) | | Master’s Degree = 10  
Bachelor’s Degree = 8  
Associate’s Degree = 5  
College Level Certificate or Diploma = 2 |  |

**Maximum Possible Score (80)  
Total Score**
Program Statistics

- 2015 Data Published by our accreditation agency CoARC


- Attrition Rate 36.8% 27.3%
- Job Placement 94.3% 94.2%
- Board Exams 91.4% 94.3%

- Distinguished RRT Award for last five years

Each year CoARC (our accreditation agency) awards a program that has (1) three years of outcome data; (2) hold accreditation without a progress report; and (3) have RRT credentialing success of 90% or above with green in all outcomes thresholds. In 2014, only 62 (sixty-two) out of 438 programs in the country met these criteria. We are proud to say we are one of those programs:
Job Prospects

- While U.S. employment in general is forecast to increase by 15 percent, the need for RTs will grow by up to 26 percent!

- The Projected Average Salary of RTs Working in the U.S. is over $62,000 a year

- According to the SC Bureau of Labor and Statistics for Respiratory Therapist
  - Projected Average Salary $50,240 a year
  - Projected Employment Increase of 15.8%
Questions to ask:

- Are you dependable?
- Are you attentive to details?
- Do you have good organizational skills?
- How do you feel about technology?
- How do you feel about regularly having face-to-face discussions with individuals or teams?
- Are you good at handling stress and controlling your emotions?
- Do you mind having close physical contact with people?
- Are you willing to work in an area where you are exposed to sick people?
- Are you bothered by coughing or sputum?
What is the role of the Respiratory Therapist

- The respiratory therapist is one of the most critical members of any health care team. Respiratory therapist work closely with doctors to diagnose, treat, manage and educate patients with asthma, emphysema and a wide range of other respiratory problems. Respiratory care students learn to assess a patients’ need for respiratory care, administer the therapy, evaluate the patients response and modify the care to provide the maximum benefits to the patient.
How are skills obtained:

- Students learn anatomy, physiology, disease processes, pharmacology and theoretical skills in the classroom. The development of these skills occur through laboratory assignments, simulations and clinical rotations at affiliated hospitals and other designated agencies.
Where are these duties performed:

- Registered Respiratory Therapist work in hospitals providing therapy, intensive care units managing ventilators, in emergency rooms delivering life-saving treatments, in newborn and pediatric units helping children with conditions ranging from premature birth to cystic fibrosis, in patients’ homes providing regular check-ups, in sleep laboratories helping diagnose disorders such as sleep apnea, in skilled nursing facilities and pulmonary rehabilitation programs helping people get more out of life, and in physicians’ offices conducting pulmonary function tests and patient education.
Program Mission

- To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by a registered respiratory therapist (RRT)
Program Learning Outcomes

Upon completion of the program, students will be able to:

- successfully complete all self-assessment board preparation exams as they progress through the program
- demonstrate the ability to speak publically, listen actively, and respond effectively
- demonstrate competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs)
- demonstrate knowledge and skills needed to successfully pass NBRC entry level exam (CRT).
- apply medical ethics and law specific to the practice of respiratory care
Graduate Objectives

The graduate of the Respiratory Care Program is prepared to:

1. Participate in self-directed personal and professional development, recognizing the need for a lifelong learning through formal and informal continuing education.
2. Communicate effectively with hospital and other interdisciplinary healthcare personnel and culturally diverse patients and/or their family or guardians regarding the patient’s information, appointments, and referrals.
3. Perform at a level of competency which would meet the needs of our workforce part and be successful in all NBRC eligible board exams.
4. Respect the autonomy, rights, potential, and limitations of each patient.
5. Demonstrate awareness of community resources as an advocate for resolving issues arising from a patient’s illness.
6. Function within the legal/ethical codes and standards of care of the profession.
7. Collaborate with members of other professional disciplines and with consumers in planning and utilizing cost effective measures relating to the patient’s care.
8. Maintain effective interpersonal relationships and communication skills with peers, faculty, and other members of the health care team.
9. Demonstrate knowledge of the professional medical organizations
The classroom

• Unlike taking an English, a Math and a Psychology where you can jump from one subject to another, all of our courses are interrelated. Another unique aspect in health care programs is that everything builds upon previously learned material.

• There is a lot of material to learn and it must be retained in order to proceed to the next term.

• Prepare yourself not only for your class time, but time outside of class to study and constantly review.
Success in the Classroom

• Focus on your studies daily
  • Time management is critical
  • Recognize the blending of all classes – cannot compartmentalize classes

• Understand the importance of attendance
• Ask questions if you do not understand the material
• Build a support team among your classmates
• Study Daily
Success comes from

- **Attitude** — positive, open to learning, able to accept constructive criticism
- **Dependability** — punctual and regular attendance
- **Professional Dress** — Follows dress code during any clinical event
- **Initiative** — accepts responsibility for tasks previously learned; is motivated
- **Team Work** — is ready and willing to assist others (important in class and clinic)
- **Communication** — asks questions; effectively communicates with others (to include our patients)
- **Respect** — shows respect for patients, classmates and faculty
Problems? Questions? Struggling with Coursework?

- Develop good study habits
  - Specific times of the day
  - Structured short study periods

- Communication is key
  - Talk to faculty
  - Talk to other students (create study groups)
  - Ask for assistance in a timely manner
    - the time to ask is when you have the question, not on test day
The Clinical Component

• The clinical education sites provide the opportunity for the mastery of the knowledge, insight, and skills required to perform respiratory procedures and/or assist the physician in performing various procedures.

• It is the place where the educational component meets the hands on training.

• The mastery of interpersonal skills required to deal effectively with patients and other members of the health care team is an important aspect that is developed and acquired in conjunction with the performance of the skills.
The Clinical Component

• We work as a collaborative partner with the clinical sites. The clinical sites limit how many students can be there at any one time and therefore we use multiple sites. Multiple sites also provides the benefits of seeing how care is delivered across the spectrum of health care settings.

• We schedule clinic in Rutherford, Cherokee and Union Counties in addition to Spartanburg. Clinical rotations start at 6:45. Be prepared to get up early and be ready to go when you hit the door. Reliable transportation is a must. We try to pair students during the first term, but after that travel becomes an individuals responsibility.
Clinical Sites

• Spartanburg Regional Medical Center
• Spartanburg Hospital for Restorative Care
• Village of Pelham
• Mary Black Health System
• Mary Black Gaffney
• Rutherford Regional Health System (Rutherford, NC)
• Spartanburg Medical Research
• Carolina Homecare (Kings Mountain)

• Clinical sites can vary from semester to semester
The college is:

- Where you will attend classes and use labs to enhance learning:
The clinic is where you will work with patients of all ages and conditions.
Still have questions?

- These websites may offer additional information about the profession:
  - [www.sccsc.edu/resp](http://www.sccsc.edu/resp)
  - [www.aarc.org](http://www.aarc.org)
  - [https://www.aarc.org/careers/what-is-an-rt/](https://www.aarc.org/careers/what-is-an-rt/)
    - Life and Breath Video
- Bureau of Labor and Statistics
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