

Respiratory Therapy Admission Criteria

This is a selective and competitive admission program. Admission to the college doesn't guarantee admission to the clinical component of the program. You will be admitted as a pre-respiratory therapist student and work with your advisor to apply to the clinical/core component of the program.

Minimum Criteria to Apply: See the point system

Advising: Prior to submission of a clinical program application, you must meet with the program director – Prof. Bradley Leidich to develop your educational plan.

For appointments, email baleidic@hacc.edu.

Shadowing: Required within 24 months prior to submission of clinical program application - shadowing experience (arranged by emailing the program's director of clinical education - [Curtis Aumiller \(rcaumill@hacc.edu\)](mailto:rcaumill@hacc.edu))

Application: Application for Fall 2012 will be posted February 1 on the Health Careers Respiratory Therapy Program website (under Programs Offered).

Application Deadline: May 1

Class Selection Date: June 1

Admission Interview: Based on the review of the applications by the Admissions Committee, top ranked applicants will be invited for on-campus personal behavioral interviews. Interviews will be pass/fail. Students who pass the interview will be offered clinical admission.

ADDITIONAL REQUIREMENTS PRIOR TO STARTING THE CLINICAL PORTION OF THE PROGRAM (after acceptance)

Additional information and required forms will be provided to you upon acceptance into clinicals. Failure to provide all the necessary documentation before the established deadline could lead to denial of admission into the clinical program. The following must be completed (at your own expense) after you have been selected for, but prior to starting the clinical portion of the program:

Physical Examination and Required Immunizations

All students accepted into the clinical component of the program must submit a health examination form completed by a physician/nurse practitioner/physician's assistant with immunization history including verification through blood work. No student will be admitted with a disqualifying result or failure to meet the specified deadline.

Background Checks

All students accepted into the clinical component of the program must undergo a Pennsylvania Child Abuse History Clearance, FBI Check and State Police Criminal Record Check. No student will be admitted with a disqualifying criminal history or child abuse clearance. Students with criminal backgrounds interested in admission into the clinical portion of any health career program at HACC must follow the [Prohibitive Offense Procedure](#) for Health Career Programs, effective for admission into the clinical portion of any health career program after May 1, 2011.

Drug and Alcohol Screens

All students accepted into the clinical component of the program must undergo a drug and alcohol screen annually at the laboratory specified by the program on or before the stated deadline. This lab is used to protect the integrity of the results being reported. No student will be admitted or retained in the program with a disqualifying result or failure to meet the specified deadline.

Current Certification in American Heart Association Healthcare Provider Cardiopulmonary Resuscitation (CPR)

CPR is required prior to beginning the second semester of respiratory clinical coursework.

Any candidate not meeting these criteria will be denied admission into the program.

HACC
Respiratory Therapist Program
Point System – Fall 2012

Students will be considered for admission into the respiratory therapist program who have:

- 2.5 program GPA
- High school biology (1 credit academic or honors) or Biology 111 with a grade of C or better
- Completed English 101 with a C or better ⁺
- Documented proficiency, C or better, in Math through the 051 level ⁺
- Completed Chemistry 100 and Biology 121 with a grade of C or better ⁺
- Completed Respiratory 100 and 110 with a grade of C or better within 12 months of starting the clinical component
- Completed a shadowing experience within 24 months prior to application
- Met with the program director prior to application

⁺ Courses must be completed before June 1

All respiratory therapy applicants will be ranked on the following criteria:

Points	Criterion
5 to 15	* Grade in BIOL 121 A = 15, B = 10, C = 5
5 to 15	* Grade in BIOL 122 A = 15, B = 10, C = 5
5 to 15	* Grade in BIOL 221 A = 15, B = 10, C = 5
5 to 15	* Grade in CHEM 100 A = 15, B = 10, C = 5
<i>* Note: All transferred BIOL 121, 122, 221, and CHEM 100 will be assigned the number of points based on the actual grade earned. Anyone who completed CHEM 101 will get the 15 points for CHEM 100.</i>	
1	ENGL 101
1	ENGL 102
1	Core A
1	Core B
1	SPCH 101
1	PE/Wellness
1	Free Elective
8	No D's or F's
-2 (per occurrence)	Minus two for each W, D or F in BIOL (121, 122, 221), CHEM (100), or any MATH, ENGL, SPCH, NURS or other Allied Health program core course (within the past 7 years), Equivalent transfer courses are subject to the same deductions.
-5 (per occurrence)	Minus five for each W, D or F in any RESP course (within the past 7 years). Equivalent transfer courses are subject to the same deductions.
15	Bachelor's degree or higher in science field
Total Score (90 Max) Minimum 13 points required	

TRANSFER STUDENTS

- Any transferred course required by the program will be factored into the program GPA based on the actual grade earned.

The accepted time limit for science courses (HACC or transfer) for use in health career program requirements is 7 years. In event of a tie, overall HACC GPA will be used.

Admission Interview: Based on the review of the applications by the Admissions Committee, top ranked applicants will be invited for on-campus personal behavioral interviews. Interviews will be pass/fail. Students who pass the interview will be offered clinical admission.

9/9/04 rev. 2/25/08, rev 9/10/10
Approved by Resp/RRY

HACC does not discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, sex, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, or any other legally protected classification.



Respiratory Therapist Essential Qualifications

All individuals, including persons with disabilities, who apply for admission to the respiratory therapist program must be able to perform specific essential functions with or without reasonable accommodation.

The following outlines the abilities and behavioral characteristics necessary for the student to be admitted to, continue in, and graduate from, the respiratory therapist program at HACC. These are standards of admission.

The applicant should carefully review the essential qualifications for the program and ask questions if not familiar with the activities or functions listed. The applicant must decide if he or she has any limitations that may restrict or interfere with satisfactory performance of any of the requirements. It is ultimately the applicant's responsibility to meet these essential qualifications if accepted into the program.

The applicant should consult with the program director or the director of clinical education to discuss any individual situation if he or she may not be able to meet these essential qualifications. Requests for reasonable accommodation will be considered. Contact the program director if you have any questions about this matter.

Any candidate not meeting these criteria will be denied admission into the program.

I. Behavioral / Social skills

Leadership

Ability to accept responsibility for leadership, direction, control, planning, negotiating, organization, directing, supervising formulating practice and making decisions.

Creativity

Ability to adapt to situations involving the interpretation of feelings, ideas or facts in terms of personal view point, to use creativity, self-expression or imagination.

Performing under Stress

Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situations. Maintain emotional stability to function effectively in situations in which working speed and sustained attention are critical aspects of the job while experiencing the stresses of task-related uncertainty and a distracting environment.

Interpersonal

Demonstrate the ability to relate to others verbally to exchange information clearly and concisely to present ideas, facts and technical information. Cooperate and work as a team member with people from a variety of social, emotional, intellectual, religious, and cultural backgrounds. Demonstrate the ability to handle difficult interpersonal situations in a calm and tactful manner. Support and promote the activities of fellow students and of health care professionals

Affective (accept criticism, modify behavior)

A student must be able to accept constructive criticism and respond appropriately by modifying behavior.

Behavioral/Social

Demonstrate the ability to maintain general good health and self-care. Demonstrate compassion, integrity, concern for others, and interpersonal skills. Recognize potential hazards and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals. Manage their time and prioritize in order to complete professional and technical tasks within realistic constraints.

Psychological/Emotional Stability (Compassion, Concern, Respect, Flexibility, Adaptability)

Possess the emotional health required for full utilization of his/her intellectual abilities, exercise good judgment, adapt to changing environments, display flexibility, function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients, develop mature, sensitive and effective relationships with patients and other healthcare workers, and monitor own emotions while keeping emotional control.

Professional Conduct

Demonstrate a professional demeanor, abide by professional standards, and keep strict confidentiality of patient record information. Perform in an ethical manner in all dealings with peers, faculty, staff and patients and engage in patient care delivery in all settings to deliver care to all patient populations including, but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults. Be honest, compassionate, ethical and responsible. Be forthright about errors or uncertainty. Be able to critically evaluate one's own performance, accept constructive criticism, and look for ways to improve.

II. Communication and Ethical Standards

Communication – verbal, nonverbal, reading, and writing

1. Able to communicate in English orally and in legible writing with clients and members of the health-care team using correct grammar, punctuation and spelling.
 - a. Able to quickly, accurately, and independently follow verbal and written instructions.
 - b. Actively participate in group discussions.
2. Verbal communication must be clear and easily understood.

3. Able to accurately read and comprehend written material in English
4. Able to quickly and accurately clarify information and reconcile conflicting information.
5. Able to accurately convey and interpret nonverbal communication.
6. Able to use communication equipment – telephone, computer, translation device.

Ethical

Ethical Standards: Demonstrate professional demeanor and behavior (refer to Health Career Code of Ethics). Able to practice the profession with honesty, integrity, and accountability, promoting the right of privacy for all.

III. Intellectual, Cognitive, and Critical Thinking Skills

Cognitive (Problem Solving)

The position requires strong concentration skills. The individual must have the ability to voluntarily sustain concentration to a task over an extended period of time as a result of an effortless and usually deliberate heightened and focused state of attention

Critical Thinking

Demonstrate critical thinking and ethical decision making ability under stressful conditions, and to apply quick reaction time in an emergency situation. Requires ability to apply principles of logical thinking to define problems, collect data, establish facts, and draw valid conclusions. Problem solve – able to measure, calculate, reason, analyze, synthesize, integrate and apply information.

Organizational Skills

Demonstrate the ability to handle multi-tasks simultaneously and to operate in a logical, sequential, and orderly manner.

Intellectual Skills

Possess these intellectual skills: comprehension, measurement, mathematical calculation, reasoning, integration, analysis, comparison, self-expression, and criticism. Be able to exercise sufficient judgment to recognize and correct performance. Demonstrate the ability to read, write, speak and understand English at a level consistent with successful course completion and with the development of positive patient-student relationships.

Commitment to Learning

Demonstrate a positive attitude toward decision-making policies and program operating rules and procedures, as applied, as well as learn new concepts and abilities within the program's operational policies and methods.

Knowledge

Demonstrate the ability to learn, integrate, analyze, and synthesize data. This requires that the student can interpret, problem solve, and demonstrate critical thinking, self-evaluation, and life-long learning. Comprehension of three-dimensional and spatial relationships is necessary. Consistent, accurate and quick integration of information is required especially in an emergency situation.

Numerical Ability/ Math Skills

Requires the ability to determine time and weight, and to perform practical applications of fractions, percentages, ratio and proportion as well as basic addition, subtraction, multiplication, and division operations.

IV. Physical Abilities and Motor Skills

Hearing

Able to hear and understand patients and staff; interpret messages not solely based on visual cues. Communicate in English and interact with patients, staff and families from a variety of cultural backgrounds.

- Assess and monitor patient sounds.
- Follow verbal instructions; This includes when the person giving directions is not facing the student or is wearing a surgical mask.
- The ability to distinguish between a variety of sounds including but not limited to phones, voices and beepers.
- Use a stethoscope to hear heart and breath sounds.
- Hear a variety of equipment alarms and cardiac monitors sounds.

Visual

Able to efficiently function in various degrees of light, from dark to bright lighting. Differentiate colors, varying shades of same color, and shades of black, white and gray. Monitor and assess patient and equipment function to provide safe and effective care.

- Visually assess and describe patient's skin color and wounds.
- Read written instruction/orders in English
- Read fine print, and less than legible hand writing.
- Observe demonstrations and patients close up and at a distance.
- Use depth perception
- Use peripheral vision
- Visual acuity and intellectual ability to discriminate between a variety of alarms and acquire information from documents such as charts, radiographs, computer images and other modes of delivery.
- Chart (write) procedures and observations legibly in a permanent medical record in English.

Smell

Smell-Able to detect and distinguish odors from clients and environment.

Tactile

Ability sufficient for physical assessment.

- Distinguish textures, degrees of firmness, temperature differences, pulse rate, vibrations and strength.
- Apply massage strokes and assess client’s muscle tonicity and changes in physiological status.
- Manipulate small objects and syringes
- Feel anatomical landmarks and veins.

Mobility

Mobile and strong enough to safely support and move patients. Able to work remaining in a standing position and/or prolonged sitting for 60-90 minutes at a time and/or at least 80% of a shift. Able to move quickly from place to place to perform patient care in various settings and in emergency situations.

- Able to move freely and safely about assigned work area
- Transfer and mobilize mobile and non-mobile patients
- Lift push and pull up to several hundred pounds
- Exert up to 20-50 pounds of force
- Maneuver around the assigned work area and patient care settings and sustain professional activities for up to 8 hours
- Reach equipment and parts of the patient’s body
- Reach above shoulder level to manipulate equipment
- Reach below waist level to manipulate equipment.
- Bend, stoop, and squat
- Unrestricted movement of upper and lower extremities, back, hips, and knees
- Perform CPR

Motor skills, fine and gross

Perform multiple motor tasks simultaneously. Fine and gross skills sufficient to handle equipment and provide safe and effective patient care; steady arm and hand movements while manipulating objects or assisting patients. Able to lift a minimum of 50 pounds.

- Lift, assist, move, and transfer patients of all ages and sizes safely
- Operate and manipulate equipment accurately to include, but no limited to turn knobs, press small buttons, write with a pen, operate a keyboard or small tools
- Perform multiple tasks at a time
- Push/pull hospital beds and hospital equipment
- Manipulate a syringe and needle to prepare and administer medications
- Prepare, manipulate, and use blood collection devices
- Manipulate, guide, place, and count large and small objects such as surgical tools and medications (small and large pills)
- Separate sheets of paper, turn pages of a book, and file papers and folders in alphabetical order
- Squeeze fingers
- Perform airway management and CPR
- Have good hand/eye/foot coordination
- Able to utilize both hands in a steady manner simultaneously

As an applicant to this program or student in this program, I acknowledge that I have read and understand the essential qualifications. **I acknowledge that I am capable of performing the abilities and skills outlined in this document** with or without reasonable accommodation and understand that my status as a student in this program depends on my continued ability to successfully demonstrate these abilities and skills. **I understand that if I am no longer able to meet these essential qualifications I will immediately notify the program director.** _____ (Initial)

I have read and understand the program admission criteria as posted on the HACC Health Careers website. _____ (Initial)

I understand that all students accepted into the clinical component of the program must undergo a drug and alcohol screen annually at the laboratory specified by the program on or before the stated deadline. This lab is used to protect the integrity of the results being reported. The test is at the cost of the student. No student will be admitted or retained in the program with a disqualifying result or failure to meet the specified deadline. _____ (Initial)

I understand that all students accepted into the clinical component of the program must undergo a Pennsylvania Child Abuse History Clearance, FBI Check, and State Police Criminal Record Check. No student will be admitted or retained in the program with a disqualifying criminal history or child abuse clearance. _____ (Initial)

I understand that students accepted into the clinical component of the program may perform procedures which may expose them to bloodborne and airborne pathogens, ionizing radiation and potentially hazardous materials. _____ (Initial)

I understand that all students accepted into the clinical component of the program must have the following immunizations: Hepatitis B, MMR, DPT, Varicella, and an annual TB screen. _____ (Initial)

Applicant Signature

Date

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