

# **SYLLABUS**

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**Houston Community College System  
Coleman College for Health Sciences  
Respiratory Therapy Program**

**RSPT 2267 - Practicum-Respiratory Therapy  
Spring 2012**

**CRN 83397 – Clinical Instructor: J. Campbell  
CRN 83400 – Clinical Instructor: Eric Spiegner  
CRN 83401 – Clinical Instructor: R. Pucio / C. Johnson  
CRN 83402 – Clinical Instructor: C. Jackson / L. Hilliard  
CRN 83403 – Clinical Instructor: R. Menchaca  
Coleman College – Room 386 6:30 am – 3:00 pm Mon/Wed  
Credit: 3 hours (16 lab)**

**Course Description:** A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

**Learning Outcomes:** As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry

**Prerequisite:** RSPT 2266

**Course Goals:** This course is a continuation of RSPT 2266. Emphasis is placed on the Respiratory Care student in the neonatal critical care units to gain proficiency in these areas. The purpose of this clinical is to give the student the opportunity of performing, under supervision. Competencies as demonstrated by the SCANS concept include: enhancing basic skills, utilizing information skills, using technology, exhibiting personal qualities, exhibiting interpersonal skills.

**Instructor Information:** Ebong Ekwere, RRT, RCP  
Additionally part-time CI's are assigned to students with clinical affiliates

Office Location: Coleman College for Health Sciences, Suite 386, Office- 379  
Office: 713-718-7383  
Fax: 713-718-7136  
E-mail: ebong.ekwere@hccs.edu

Office Hours: Tuesday / Thursday 12:30pm – 2:00pm  
Friday 10:00am – 1:00pm  
(Other times by appointment.)

Clinical Time: Monday / Wednesday 6:30am – 3:00pm and 2:30 – 11:00pm

**Textbook:**     Basic Clinical Lab Competencies for Respiratory Care, G.C. White: Current Edition

**Lab Requirements:** All students are required to have a current and complete health physical on file with the program DCE. All students are required to report to clinicals in full uniform to include: navy colored scrubs, white lab coat, white leather shoes, photo ID badge, stethoscope, goggles, wrist watch, Basic Clinical Lab Competencies, clinical lab book.

**Students with Disabilities:** Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office of their respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, contact Donna Price at 713-718-5165 or the Disability Counselor at your college. To visit the ADA Web site, log on to [www.hccs.edu](http://www.hccs.edu), click Future Students, scroll down the page and click on the words Disability Information.

**Academic Honesty:** Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Scholastic dishonesty includes but is not limited to, cheating on a test, plagiarism, and collusion. Possible punishments may include a grade of 0 or F on the particular assignment, failure in the course, and or recommendation for probation or dismissal from the college system. Please refer to the HCCS Student Handbook for the complete policy.

**Attendance & Withdrawal Policy:**

**Absences:**

- 1) RSPT 1361, 1362, 2260, 2266, 2267, 2261: **2 Absences Maximum.**
- 2) Absences in excess of the Maximum allowed will be excused for reasons of:
  - a. Death in the immediate family (with verification).
  - b. Illness of the student:
    1. Hospitalization (with verification)
    2. Under the care of a physician, with a "Release to return to Work/School" statement that is dated.
  - c. Automobile accidents (with documentation).
  - d. National Guard/Reserve duty (with dated documentation)
- 3) A third unexcused absence results in **administrative withdrawal from RSPT 2267.**
- 4) Students with excess absences in a particular rotation, i.e. 2 or more may not be able to be evaluated by the clinical instructor. This would result in a failing grade in clinical.
- 5) If a student is going to be absent he/she should contact CI by 6:00am and DCE by 8:00am @ 713-718-7383.
- 6) No Call/ No Show results in disciplinary probation and receiving a letter grade lower for that clinical rotation.

**Second occurrence results in administrative withdrawal from RSPT 2267.**

**Tardies:**

- 1) Students should arrive in clinical by 6:30am or 2:30pm respectively.
- 2) Students arriving between 6:45-7:00am or 2:45-3:00pm will be considered tardy for the day.
- 3) Students arriving after 7:00am or 3:00pm will be sent home.
- 4) 3 tardies = 1 absence.
- 5) If the student is going to be tardy, he/she should notify the CI by 6:00am for the morning rotation and by 2:00pm for the evening rotation. Failure to do so will result in disciplinary probation. Second occurrence results in **administrative withdrawal from RSPT 2267.**

### **Course Requirements & Grading Policy:**

Each student's grade will be based on his/her ability to function completely in the clinical setting

- A. 50% of the students' grade will be based on Affective Evaluations.
- B. 50% of the students' grade will be based on written exams.
- C. Students must master all competency evaluations
- D. The Respiratory Therapy Program does not award a grade of D
- E. To receive a grade of F the student must fail to achieve an overall average of 75%
- F. Failure to turn in required paperwork will result in the student receiving a grade of F.

**NOTICE:** Students who repeat a course three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

**Testing:** Written clinical exams will be administered by clinical instructors at mid-term and at the end of each rotation. There will be **no "make-up" clinical exams.**

**Make-up Policy:** Students with excess absences must conference with the DCE to determine eligibility for make-up days (see absences above). Students eligible for make-up days are responsible for coordinating these with HCCS clinical instructors and must submit appropriate make-up day forms to DCE prior to the end of the semester. The student will be responsible for the financial compensation of the clinical instructor at \$30.00/hr.

**Projects & Assignments:** Students are required to complete any case studies as assigned by a clinical instructor. Daily log sheets must be completed on DataArc daily. Students should get in the habit of doing mini workups on each and every patient under their care. Students are required to note Physician contact on daily logs. Assigned procedural competencies must be satisfactorily completed by the CI and reviewed by the student via DataArc.

**Course Content:** See DataArc competencies list for semester.

**Early Alert:** The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student's academic performance. The possible problem (s) could be tardiness, missed/failed test scores, excessive absences, or a number of other

circumstances. Once a referral is made counselors will then contact students to discuss the issues and possible solutions to their academic difficulties.

### Neonatal Critical Care/ Diagnostics

Patient Assessment	Setup & Ventilation with Mask	Capillary Sampling
CXR interpretation	Suctioning Procedures	
Oxygen hood	Securing Artificial Airway	
Nasal cannula	Extubation	
Pulse oximetry	Routine vent check or adjustment	
In line SVN	Ventilator set-up	
CPT	Surfactant Administration	

### Course Calendar with Reading Assignments:

Semester:	Spring 2012: Jan. 18, 2012 – April 30, 2012
Class:	Monday / Wednesday 6:30 am-3:00 pm
Room:	See student rotation for RSPT 2267
Holidays:	Feb. 20 <sup>st</sup> – Presidents Day March 12 <sup>th</sup> –180 <sup>th</sup> - Spring Break

### Other Student Information:

Students are encouraged to schedule tutoring with instructors in classes they are having difficulty with. Web sites for state and national Respiratory Care entities are listed below.

www.TSRC.org	The Texas Society for Respiratory Care
www.AARC.org	The American Association for Respiratory Care
www.NBRC.org	The National Board for Respiratory Care

**Cell phones and Pagers:** Cell phones and pagers are to be set on the silence or vibrate mode during clinical time. Text messaging or exiting the clinical area to make or answer calls is unacceptable and will not be tolerated. If your cell phone or pager is audible during clinical, you will be asked to leave the clinical site and will be awarded an absence for that day. Emergency calls should be directed to the DCE's office, 713-718-7383 and the student will be notified. First occurrence will result in disciplinary probation. Second occurrence will result in **administrative withdrawal from RSPT 2267**.

### DataArc Assignments:

The student is to complete the RSPT clinical practicum DataArc assignments per clinical day attended, sick day / absence and holidays as listed:

1. A **complete clock in and out for each clinical day attended** with the exception of Ben Taub hospital and holidays. If the student is to be absent, a "Sick Day" will be entered in lieu of the clock in and out by 5:00pm that day. The student is to contact the CI by 6:00am and the DCE by 8:00am at 713-718-7383. Please refer to the attendance policies in your syllabus for further details.
2. Complete a **detailed daily log** of the days events to include physician contact hours. For holidays, just simply state the appropriate holiday in the comment section of the daily log. It is the student's sole responsibility that all entered daily logs are signed off by their CI for the respected clinical site before continuing to the next clinical rotation.
3. If a student is experiencing problems with DataArc, the problem should be

brought to the attention of DCE immediately so the issue can be researched and corrected so as that the incomplete work is not counted against the student at the end of the clinical rotation.

Failure to complete the above listed DataArc assignments will result in a two (2) point reduction per incident that the DCE must correct for the respective clinical rotation. For example:

Student "A" failed to clock in and out one day and forgot to clock out on another day, the student will be deducted a total of four points on the final grade for that clinical rotation. In addition, the student must provide that DCE with correct clock in and out time for the missed dates.

Student "B" called in sick but failed to complete a Sick Day log by 5:00pm as stated above, the student will be deducted two points on the final grade for that clinical rotation.

Students are responsible for reading and adhering to the information presented in the HCCS Student Handbook and HCCS Catalog, available online at [www.hccs.edu/students](http://www.hccs.edu/students).

In addition to the HCCS policies regarding student conduct, while acting in the capacity as a health science student, safe patient care and ethical and professional behavior is essential.

### **Clinical Code of Conduct**

#### **A student shall:**

1. Provide safe and professional patient/client care at all times and implement measures to promote a safe environment for each patient/client.
2. Comply with policies, procedures, and rules related to academic and clinical performance that are issued by Coleman College, by a Coleman health science program, by HCCS, or by any clinical agency.
3. Not commit acts of omission or commission that cause or are likely to cause harm to patients/clients.
4. Not attempt care/activities without adequate orientation, theoretical preparation, assistance, or supervision.
5. Maintain patient/client confidentiality.
6. Take appropriate action to assure the safety of patients/clients, self, and others.
7. Provide care for the patient/client in a timely, compassionate, and professional manner.
8. Communicate with patient/client and healthcare team in a truthful, timely, and accurate manner.
9. Actively promote the highest level of moral and ethical principles, and accept responsibility for his/her actions.
10. Treat others with respect and promote an academic and clinical environment that respects human rights, values, and choice of cultural and spiritual beliefs.
11. Collaborate and cooperate in every reasonable manner with the academic faculty and clinical staff to assure the highest quality of patient/client care.
12. Abstain from the use of substances that impair judgment.

13. Report and document all patient/client assessments or observations, the care/ practice provided by the student for the patient/client, and the patient's/client's response to that care/practice.
14. Accurately and timely report to the appropriate practitioner errors in or deviations from the prescribed regimen of care/practice.
15. Not falsify any patient/client record or any other document prepared or utilized in the course of, or in conjunction with patient/client care/practice.
16. Delineate, establish, and maintain professional boundaries with each patient/ client. When providing direct patient/client care, the student shall provide privacy during treatment and care/practice and shall treat each patient/client with courtesy, respect, and with full recognition of dignity and individuality.
17. Not engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a patient/client; or engage in behavior toward patient/client that may reasonably be interpreted as physical, verbal, mental or emotional abuse.
18. Not misappropriate a patient/client's property or engage in behavior to seek or obtain personal gain at the patient's/client's expense; engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's/client's expense; engage in behavior that constitutes inappropriate involvement in or interference with the patient's/client's personal relationships; or engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's/client's personal relationships. For the purpose of this paragraph, the patient/client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.
19. Not engage in sexual contact or romantic relationships with a patient/client; engage in conduct that may reasonably be interpreted as sexual or romantic; engage in any verbal behavior that is seductive or sexually demeaning to a patient/client; or engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient/client. For the purpose of this paragraph, the patient/client is always presumed incapable of giving free, full, or informed consent to sexual or romantic activity with the student.

### **Unsafe/Unprofessional Practice and Weak Practice with Potential for Unsafe and/or Unprofessional Practice**

A student shall provide safe and professional patient/client care/practice at all times. Unsafe care/practice, unprofessional care/practice, or weak care/practice with potential for unsafe and/or unprofessional care/practice occurs when the student's behavior in providing care/practice to patients/clients may call into question the student's professional judgment and accountability and may violate the current:

- Standards of care/practice in the Respiratory Therapy Program; or
- State of Texas Respiratory Therapy practice act; or
- Code of ethics for Respiratory Therapy; or
- HCCS and/or clinical agency policies and procedures; or
- Respiratory Therapy program goals and/or course objectives.

Depending upon the degree of actual or potential harm a patient/client may suffer, a student's one-time deviation from safe care/practice may be sufficient to judge a student unsafe.

A student whose clinical care/practice is judged unsafe and/or unprofessional by Coleman faculty or clinical staff may be removed from the clinical experience. To resume the clinical experience, a student who has been removed must comply with written stipulations prescribed by the faculty for readmission to the clinical experience.

The faculty responsible for the clinical experience will review the clinical care/practice of a student who exhibits weaknesses that may lead to unsafe practice and/or unprofessional practice. The faculty, with appropriate input from the student, will develop a set of expectations that the student is to attain to remedy those weaknesses in the current and/or subsequent semester.

### **Rationale**

Faculty have a legal and professional responsibility to assure for the public, other students, Coleman College, and the respiratory therapy profession that students can practice safely and professionally in their various clinical care/practice.

### **Grievances Regarding Policies and Procedures**

Students who disagree with a policy, procedure, or rule may file a student grievance as permitted by HCCS policy. The filing of a grievance, however, does not excuse compliance with current policies, procedures, and rules. Students shall comply with all policies, procedures, and rules until and if such policies, procedures, or rules are withdrawn or modified.

**SCANS Competencies:** Competencies as demonstrated by the SCANS concept include: enhancing basic skills, utilizing informational skills, using technology, exhibiting personal qualities, and exhibiting interpersonal skills.

### **Interpersonal C11                      Serves Clients and Customers**

#### **Description:**

Works and communicates with clients and customers to satisfy their expectations.

#### **Objective:**

The student must interact with and exhibit professionalism with patients while delivering the prescribed therapies. The Student evaluation of clinical performance and the clinical check-offs are tools used to measure and evaluate this competency.

#### **Description of Module:**

Students work in a clinical environment directly with patients under the supervision of a clinical instructor. Students must successfully demonstrate competence in all performed objectives

**Interpersonal C13                      Negotiates to Arrive at a Decision**

**Description:**

Work toward an agreement that may involve exchanging specific resolving or resolving divergent interests.

**Objective:**

The student will demonstrate negotiation skills in a professional and positive manner.

**Description of Module:**

The student negotiates with patients in order to carry out prescribed therapy. Example: The patient refuses therapy that has been ordered . The student negotiates with the patient in an attempt to convince him of the importance of taking prescribed therapies. The student evaluation of clinical performance is the tool used to measure and evaluate this competency

**Information C6                              Organizes and Maintains Information**

**Description:**

Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion.

**Objective:**

The student must demonstrate accurate, organized charting skills when documenting patient care therapies.

**Description of Module:**

Students are required to obtain information from the patient and during treatments and document the information on the patient's permanent record. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

**Information C7                              Interprets and Communicates Information**

**Description:**

Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods.

**Objective:**

The student will demonstrate critical thinking skills and communication skills as he gathers and analyzes medical information regarding his patient's status and communicates this information to clinical instructors and staff therapist.

**Description of Module:**

The student retrieves and interprets information from the patient's chart and communicates that information to the department staff. Example: The student receives new orders on an existing patient. The student would communicate this new information during a "shift report" to the incoming staff. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

**Basic Skills F1                              Reading**

**Description:**

Locates, understands, and interprets written information in prose and documents--including manuals, graphs, and schedules--to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.



**Objective:**

The student must demonstrate proficiency in reading medical information and utilizing it to understand the medical care of the patient.

**Description of Module:**

The student uses standard references, ie, PDR, medical dictionary, textbooks to learn more about specific medications and procedures patients are receiving or the diagnosis of the patient. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

**Basic Skills F2****Writing****Description:**

Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow-charts; uses language, style, organization, and format appropriate to the subject matter, purpose, and audience; includes supporting documentation and attends to level of detail; and checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

**Objective:**

The student must demonstrate proficiency writing patient care plans, patient SOAP notes, patient case studies, assessment summaries, and daily logs in order to communicate effectively through the patients medical chart with the medical team and clinical instructor.

**Description of Module:**

The student uses standard references, i.e., PDR, medical dictionary, textbooks, patients medical chart to learn more about specific medical history, subjective / objective information and procedures patients are receiving or the diagnosis of the patient. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

**Personal Qualities F13****Responsibility****Description:**

Exerts a high level of effort and perseverance toward goals attainment. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

**Objective:**

The student must demonstrate responsibility by accepting patient care assignments, attending to the patients needs and prescribed scheduled therapy.

**Description of Module:**

The student assumes responsibility for the patient care for which he is assigned.

Example: The student is assigned to a patient who requires therapy every two hours. The student must take responsibility to administer the therapy at the prescribed times. The student evaluation of clinical performance is the tool used to measure and evaluate this competency

**Personal Qualities F14      Self-Esteem****Description:**

Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

**Objective:**

The student must demonstrate self-esteem by keeping a positive attitude as well as positive relations with peers while demonstrating his skills and abilities.

**Description of Module:**

The students self-esteem is cultivated by the instructors. Example: As students are trained on different procedures and begin to work more independently, the instructors give positive feedback to increase the student's self-esteem. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

**Personal Qualities F15      Sociability****Description:**

Demonstrate understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

**Objective:**

Demonstrate sociability by interacting positively with peers, superiors and patients.

**Description of Module:**

As students administer patient care in the clinical environment, the instructor acts as role model exhibiting a pleasant and courteous demeanor. The student is coached to exhibit a friendly, courteous and tactful demeanor. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

**Technology C18              Selects Technology****Description:**

Judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results.

**Objective:**

Demonstrates ability to select appropriate equipment required to administer various modalities to patients.

**Description of Module:**

Students are required to select appropriate equipment necessary to carry out certain procedures. The student evaluation of clinical performance is the tool used to measure and evaluate this competency.

**Technology C20****Maintains and Troubleshoots Technology****Description:**

Prevents, identifies, or solves problems in machines, computers, and other technologies.

**Objective:**

Demonstrates ability to troubleshoot equipment used to deliver the various modalities required to complete clinical training.

**Description of Module:**

Students are responsible to maintain and troubleshoot certain equipment used in patient care.

The student evaluation of clinical performance is the tool used to measure and evaluate this competency

**RSPT 2267 - Final Check Sheet  
Spring 2012**

**STUDENT:** \_\_\_\_\_

**Instructors:** \_\_\_\_\_ **Site:** \_\_\_\_\_

<b>I. <u>Neonatal Rotations:</u></b>	1 <sup>st</sup> Rotation	/	2 <sup>nd</sup> Rotation
<b>Affective Eval.</b>	_____	/	_____
<b>Absences:</b>	_____	/	_____
<b>Written Exams:</b>	_____	/	_____

**Clinical Instructors** should initial the following procedures they have confirmed on DataArc for the student

- |   |  |
|---|--|
| <input type="checkbox"/> Patient Assessment | <input type="checkbox"/> Setup & Ventilation with Mask             |
| <input type="checkbox"/> CXR interpretation | <input type="checkbox"/> Suctioning Procedures                     |
| <input type="checkbox"/> Oxygen hood        | <input type="checkbox"/> Securing Artificial Airway                |
| <input type="checkbox"/> Nasal cannula      | <input type="checkbox"/> Extubation                                |
| <input type="checkbox"/> Pulse oximetry     | <input type="checkbox"/> Routine vent check or adjustment          |
| <input type="checkbox"/> In line SVN        | <input type="checkbox"/> Ventilator set-up                         |
| <input type="checkbox"/> CPT                | <input type="checkbox"/> Surfactant Administration                 |
|   | <input type="checkbox"/> Capillary Sampling (Neonatal Diagnostics) |

RSPT 2267  
Respiratory Practicum Spring 2012

**Mon. / Wed.: 6:30a-3:00p**

**Group A**

Anet Dezufli  
Flores Erwin  
Gayle Davis

**Group B**

Daphanie Figgs  
Edward Garcia  
Elizabeth Kasper

**Group C**

Brian Jerrels  
Sreekumar Nair  
Frederic May  
Jacqueline Jeane

**Group D**

Julie Maki  
Ralph Villegas  
Kym Sherwood

**Group E**

Niticia Mpanga  
Yemisrach Zewdie  
Tran Phoung

<b><u>CI's / Institutions</u></b>	<b><u>01/18/12 – 03/07/12</u></b>	<b><u>03/19/12 – 05/04/12</u></b>
E. Spigener/ / TCH	A	E
R. Pucio/C Johnson / MHCH	B	C
R. Menchaca / MHSW	C	D
J. Campbell / TWH	D	B
C. Jackson/L. Hilliard / SJMC	E	A

Jan. 18<sup>th</sup> - All meet in computer lab A of the computer center at 9:00am for assignments.

Students are having too many absences that I am not aware of until it's too late. Students are to call the CI by 6:30am and the DCE by 8:00am, at 713.718.7383, if they are going to be absent. Failure to inform the CI or the DCE will result in receiving a letter grade lower for that clinical rotation and a written student incident report. The next time the student fails to inform the CI and DCE of an absence, **the student will be administratively withdrawn from RSPT 2267.**

All CI's should verify completion of all objectives with groups via the final check list.

All DataArc competencies, affective / clinical site evaluations are to be completed on the last day of the rotation at the assigned hospital on the designated date. All paper work, (Mid-Term & Final Exams), should be submitted to the DCE.

**Dates:** Feb. 15<sup>th</sup> - Mid-Rotation Conference Report  
April 4<sup>th</sup> - Mid-Rotation Conference Report

**Holidays:** Feb. 20<sup>th</sup> – President's Day  
March 12<sup>th</sup> – 18<sup>th</sup> – Spring Break

HOUSTON COMMUNITY COLLEGE SYSTEM  
RESPIRATORY THERAPY PROGRAM

**RSPT 2267**  
**STUDENT SIGNATURE PAGE (Return to Instructor)**

I have read the course syllabus for RSPT 2267 for the 2012 spring semester and I am familiar with the contents there in. I will abide by the stated rules/policies for the course. I am aware of the required textbook and materials and I realize that reading and coming prepared to class is critical for my success in this course.

Student Name  
(Print) \_\_\_\_\_

ID \_\_\_\_\_

Student Signature  
(ink) \_\_\_\_\_

Date signed \_\_\_\_\_

Phone# \_\_\_\_\_ Email: \_\_\_\_\_