



TRU Respiratory Therapy Program

Student Handbook 2024-2025

Thompson Rivers University acknowledges the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, reside on the traditional and unceded territory of the Secwépemc. TRU also acknowledges the territories of the St'át'imc, Nlaka'pamux, Tšilhqot'in, Nuxalk, and Dakelh Peoples, on whose traditional territories we are privileged to live, work, and play. Through our work we are committed to incorporate Indigenous epistemologies, pedagogies and ontologies into our actions and understandings, supporting decolonization, reconciliation, and Indigenization.

TRU RESPIRATORY THERAPY PROGRAM

WELCOME

On behalf of the faculty and staff, I wish to welcome you to the Respiratory Therapy (RT) Program at Thompson Rivers University (TRU). One of the first things many prospective students hear about the RT program is it is demanding and requires a lot of work. There is truth to this. It is also true that most students are successful, not only at a local level at TRU, but at a national level as well. Working in healthcare means being able to effectively communicate and work in a team, and we look forward to doing this with you. I hope you find faculty and staff at TRU and at your clinical sites approachable and available, as everyone wants you to succeed. Although the hardest work is done by you, we will do our best to support you along the way.

The career you have entered is dynamic, exciting, and very needed. As an RT you will work alongside other dedicated healthcare professionals in hospital and community settings. You will impact the lives of many, from a newborns first breath to helping adults of all ages in their most critical moments. You will work compassionately and ethically, as everything you do involves a person, a family, and a community. And through it all, you will generate friendships that will last a lifetime.

I wish you all the best during your studies and time with TRU!

If you ever have any questions, please feel free to ask any time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cael Field', written in a cursive style.

Cael Field, MA, BHSc, RRT

Chair, Allied Health Department, Faculty of Science
Associate Teaching Professor, Respiratory Therapy
Thompson Rivers University

OVERVIEW OF RESPIRATORY THERAPY PROGRAM

Program Goal

The goal of the Respiratory Therapy Program at Thompson Rivers University is to prepare our graduates to successfully enter and meet the challenges of the Respiratory Therapy profession. To accomplish this, the faculty endeavor to provide the graduates with the skills and knowledge they require, as stated in the National Competency Framework for the Profession of Respiratory Therapy. Our philosophy is to facilitate the development of critical thinking and foster life-long learning skills.

Chairperson, Allied Health Department

Cael Field, RRT, MA, BHSc

Academic Coordinator

Allison Innes-Wiens, RRT, MSc, BHSc, CRE

Clinical Coordinator

Randy Moss, RRT

BHSc Advisor

David Sheets, RRT, MA, ID

Faculty

Lauren Gilowski, RRT, MEd, BSc

Allison Innes-Wiens, RRT, MSc, BHSc, CRE

Liz Klarenbeek, RRT, MEd, BSc

KJ Kuzmich, RRT, MHL, BSc

Mike Lemphers, RRT, MA, FCSRT

Randy Moss, RRT

Vicky Parhar, RRT, BSc

David Sheets, RRT, MA, ID

Lindsay Wetterstrand, RRT, MEd, BHSc

Laboratory Technician: Janine Rostron, RRT

Program Assistant: Tara Langley

Clinical Site Coordinators

Aman Arora, RRT – Surrey Memorial Hospital (SMH)

Keslyn Bevan, RRT, BHSc, FCSRT, BTM – Victoria General Hospital (VGH)

Joty Dhillon, RRT – Abbotsford Regional Hospital (ARH)

Corry Gelling, RRT - Royal Jubilee Hospital (RJH)

Nicole Hamel, RRT – University Hospital of Northern BC (UHNBC)

Kelly Lang, RRT – Kelowna General Hospital (KGH)

Stewart Lemphers, RRT – BC Children’s Hospital (BCCH)

Kenny Leung, RRT – Vancouver General Hospital (VGH)

Sarah Mahaffey, RRT – Royal Columbian Hospital (RCH)

Nav Pannu, RRT – Surrey Memorial Hospital (SMH)

Lexie Parent, RRT – Vancouver General Hospital (VGH)

Cassie Robertson, RRT BHSc – BC Children’s Hospital (BCCH)

Graham Simson, RRT, BSc – Royal Inland Hospital (RIH)

Bryana Thacker, RRT – Royal Columbian Hospital (RCH)

Jonathon To, RRT, BSc - BC Children's Hospital (BCCH)

Manveer Uppal, RRT - St. Paul’s Hospital (SPH)

Respiratory Therapy Program Administration

The administration of the RT Program is the responsibility of the Program Chairperson (Cael Field), who reports to the Dean for the Faculty of Science (Greg Anderson). The Chairperson ensures that educational standards are maintained within the program.

Academic advising for 1st and 2nd year diploma courses is the responsibility of the Academic Coordinator. If you require advising for courses pertaining to 1st and 2nd year diploma, please email Allison Innes-Wiens (ainneswiens@tru.ca).

If you require academic advising and/or program plan development for the Dual credential program (RT Diploma and BHSc degree), please email Dave Sheets (dsheets@tru.ca). BHSc program plan needs to be completed and approved as part of BHSc degree admission.

Randy Moss is responsible for coordination of the Clinical year. If you have any specific questions about clinical year, please contact Randy (rmoss@tru.ca).

Communication Lines within the Respiratory Therapy Program

There are certain lines of communication that students are expected to follow throughout their time in the RT Program, whether it be for clarification or resolution purposes. First and foremost, if there are concerns relating to course content, teaching methods, fairness, or marking that need to be clarified or resolved, it is important that the student first communicate with the faculty member directly involved. This can be done by either by speaking with the faculty directly or via email. If the first line of communication does not appear to clarify or resolve the concerns, then the student is advised to communicate to the Chairperson of the department, who will deal with the concern appropriately.

Students are asked to communicate with their instructors if they expect to be absent from class/lab for an extended period of time. Even if one lab is missed, it is appreciated if the student notifies one of the faculty teaching in the lab. If the student prefers to let only one instructor know of their absence, they then can give the instructor permission to notify all their other instructors. Communication within the program is best accomplished via email. Students should NOT communicate using their personal email addresses and should always use their myTRU email address for school-related communication. If students prefer to have their myTRU emails redirected to their personal email addresses then please review the steps shown on the following pdf: [student-redirect-mail32406.pdf \(tru.ca\)](#)

In the clinical year, the student should communicate all clinical concerns to their Clinical Site Coordinator. If the student is not comfortable with this, then communication with the Clinical Coordinator, Randy Moss, should occur.

Transfer Credits or Advanced Credits

Students entering the program will be assessed for transfer credits for previous post-secondary educational credits prior to the end of June. However, if a transfer credit has not been given and a student thinks they should have received a transfer credit, then please contact the Academic Coordinator. You may be required to submit a detailed course outline for the course that you are seeking transfer credits for. If a student was registered and paid for a course for which they have received transfer credits, they will be reimbursed the tuition costs if transfer credit is assessed before the course withdrawal/drop date (this date can be found in the [Academic Calendar](#)). Please refer to the [Transfer Credit FAQs](#) for further information.

Academic Supports

Faculty in the Respiratory Therapy Program are available for educational advising about the program. Please keep an open line of communication with the faculty and make an appointment to discuss any issues or questions that you may have. The faculty strongly advise students to communicate with them for periodic check-ins on their progress in their courses.

There are full-time counsellors at TRU providing personal, course and career counselling. There are drop-in times available for emergency appointments. Visits to TRU counsellors are voluntary and confidential in nature and are designed to help students work out their own solutions for academic, vocational, social or personal problems. If you require counselling, do not delay in [booking an appointment](#) and seeking help.

Other academic supports available at TRU:

- [Cplul'kw'ten](#): is the Indigenous centre that provides information on all aspects of life at TRU.
- [International Student Advisors](#) (ISAs): provide counselling for international students

Study Rooms

Main Library and House of Learning (HOL) have rooms set aside for group study. Study rooms can be booked [online](#).

TRU Health and Wellness Resources:

To access a wide variety of health and wellness resources available to current TRU students, please visit [Health and Wellness - Current Students | Thompson Rivers University \(tru.ca\)](#) for a full list of services.

Examples of available resources on campus include:

- **TRU Medical Clinic:** book an appointment with a physician or Nurse Practitioner for health concerns
 - [Medical Clinic - Current Students | Thompson Rivers University \(tru.ca\)](#)
- **TRU Wellness Center:** access One-to-One peer support, health and wellness workshops, or use their quiet space to decompress
 - [Wellness Centre - Current Students | Thompson Rivers University \(tru.ca\)](#)
- **Student Affairs Case Managers:** case managers are navigators that can connect students with the resources and supports they need for personal or academic concerns
 - [Student Affairs Case Managers: Thompson Rivers University \(tru.ca\)](#)
- **TRU Multi-Faith Chaplaincy:** provides religious and spiritual care.
 - [Multi-Faith Chaplaincy - Current Students | Thompson Rivers University \(tru.ca\)](#)

Mental Health Resources:

If you are struggling with mental health concerns, please reach out to your faculty, TRU Health & Wellness services, or by using one of the 24/7 toll free help lines below:

- **Keep Me Safe (by Guard Me) Student Support Program: 1-844-451-9700**
 - Available 24/7 via [downloading the app](#) or by website: [Home \(gmssp.org\)](#)
 - Provides culturally safe space to access 24/7 mental health supports
- **Interior Crisis Line network: 1-888-353-2273 (1-888-353-CARE)**
 - Available 24/7
- **Crisis Centre Chat: [Home - Crisis Centre BC](#)**
 - Available 24/7, call or text crisis line **9-8-8**
 - **Mental Health crisis line: 310-6789**

Diploma Program Costs

Students enrolled in the Respiratory Therapy **Diploma** Program can expect the following costs during the three-year program. It is suggested that students take the following costs into consideration when applying for student loans. A list of the textbooks required for the diploma program is listed in Appendix 1, Program Resources. For more information and an individual cost calculator, visit here: [Cost Estimator - Future Students | Thompson Rivers University \(tru.ca\)](#)

Note: The Dual credential option of the RT program typically requires one more academic year, and therefore another year’s cost needs to be considered.

*Note: all fees below are current best estimates and may be subject to change *

First Year

Tuition & Fees (6 courses/semester x 1 year)	\$7000.00 (estimate)
Extended Medical/Dental *(optional, must OPT-IN)	\$248.00
Books & Manuals	\$1000.00 (estimate)
BCSRT Student Membership (See details here: BCSRT Student Membership – BCSRT)	\$30.00 (one-time fee)
CSRT Student Membership (once graduated, membership fees apply – see the CSRT website)	Free*

Second Year & Preclinical Year Costs

Tuition & Fees	\$7000.00 (estimate)
Extended Medical/Dental * (optional, must OPT-IN)	\$248.00 (optional)
Books & Supplies	\$1,500.00 (estimate)
Stethoscope	Variable see next page
Scrubs	\$50.00/set see next page
CPR (BLS) and N95 Mask Fit	\$105
TB Skin Test	\$80
Neonatal Resuscitation Program cert.	\$120 (estimate)

Clinical Year

Tuition & Fees	\$7600.00 (estimate)
HPTC National Certification Exam	\$949.00 (+ applicable taxes)
BCSRT Fees	if not already paid in first or second year - \$30
Extended Medical/Dental *(optional, must OPT-IN)	\$248.00 (optional)

*Note: To be enrolled in the extended Dental and Health plan, you must **OPT IN**.

For more information, visit [About the Plan - TRUSU](#)

Required Supplies (2nd year and Fast Track students)

Students entering the second year of the program (including diploma, dual credential, AND Fast Track students) must have the following required supplies:

- **Stethoscope:** there are two types available in the TRU Bookstore ([Littman](#) and [MDF](#)). Stethoscopes can be purchased through other on-line distributors as well.
- **Scrubs** (at least one set for 2nd year, will want more for clinical)
 - **Must be very dark (navy) blue in colour**

Accommodation

Students should note that they are responsible for their **own accommodation costs** during **all years** of the Respiratory Therapy Program, as well as **re-location costs incurred during clinical year** (these costs vary for each student).

Curriculum

The Respiratory Therapy Program is designed to meet the objectives outlined in the National Alliance of Respiratory Therapy Regulatory Bodies National Competency Framework (NCF). Students will learn through a series of related activities in the classroom, laboratory and affiliated hospitals. The activities selected by the faculty are directed towards meeting the program requirements and consist of lectures, demonstrations, laboratory experiments, simulations, discussion, clinical applications, observational visits and self-directed studies.

Students are assisted with and encouraged to develop a logical approach to their studies and to the practical application of this knowledge. The theoretical aspects of the course are reinforced with practical experience both in the laboratory and/or clinical setting. The student will acquire an understanding of principal underlying causes and effects, and a problem-solving approach to theory and practical experiences. We strongly encourage students to form study groups, as working in groups tends to increase student success.

The first and second year of the diploma program (or three years for the RT Dual Credential [RT diploma + BHSc] program) are designed primarily for theory and practical applications of the theory in the laboratory. Observational clinical rotations (4-8 hours in total) may be required during the first year to one or more hospitals with RT departments. Second and third-year students will spend significant time in the lab and simulation (SIM) lab for practical application of theory. There may also be clinical observation hours available in the pre-clinical semester during and after reading week. The clinical year is conducted at TRU-affiliated hospitals where the student applies the theoretical knowledge and develops competency in clinical techniques.

Diploma Program Course Requirements

First Year	Credits	
BIOL 1592/1692	3/3	Human Biology-Anatomy and Physiology 1 & 2
CMNS 1810*/2290*	3/3	Communications English for Respiratory Therapists
STAT 1200*	3	Introduction to Statistics
PHYS 1580	3	Physics for Respiratory Therapists
RESP 1650	3	Introduction to Mechanical Ventilation
RESP 1580	3	Principles and Application of RT Equipment 1
RESP 1680	3	Principles and Application of RT Equipment 2
RESP 1690	3	Cardiopulmonary Anatomy & Physiology
RESP 2720	3	Professional Issues in Health Care
RESP 2510	3	Pharmacology

*These courses could be taken during the summer session, but MUST first be approved by the Academic Coordinator and MUST be completed PRIOR to entry into 2nd year of the program (RT Diploma or BHSc).

Second Year

RESP 2500*	3	Pathophysiology 1
RESP 2540	3	Client-Centered Education & Community Health
RESP 2550	3	Mechanical Ventilation
RESP 2570	3	Blood Gas Analysis
RESP 2590	3	Patient Assessment
RESP 2600	3	Respiratory Pathophysiology
RESP 2620	3	Anaesthesia
RESP 2630	3	Perinatal and Pediatric Respiratory Care
RESP 2650	3	Application of Mechanical Ventilation
RESP 2660	3	Chronic Disease Management
RESP 2680	3	Pulmonary Function
RESP 2710	3	Application of Respiratory Therapy Practice

*This course can be taken during the summer session through Open Learning (HLTH 2501) but MUST first be approved by the Academic Coordinator and MUST be completed PRIOR to entry into 4th semester of the program (RT Diploma or BHSc).

Clinical Year

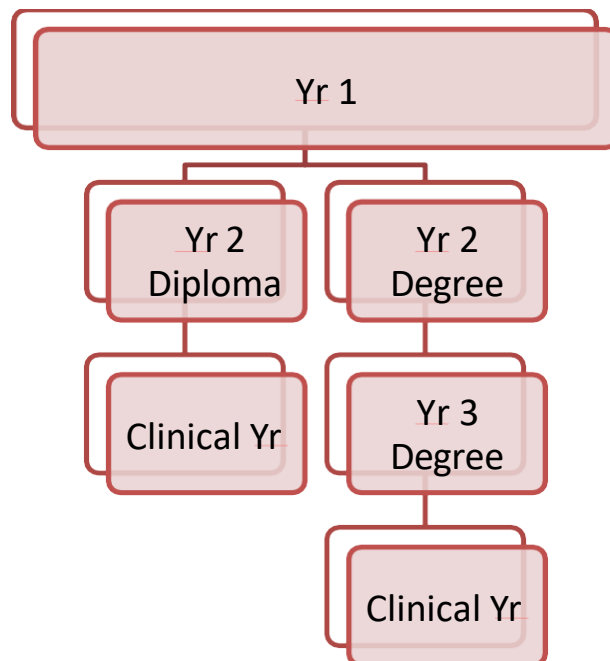
Credits	
8	Neonatal and Pediatrics Clinical
19	Respiratory Therapy Clinical (Level 1)
18	Respiratory Therapy Clinical (Level 2)
2	Respiratory Therapy Clinical Theory (Neonatal/Pediatrics)
3	Respiratory Therapy Clinical Theory (Level 1)
3	Respiratory Therapy Clinical Theory (Level 2)

Dual Credential (Diploma and Degree) Option

Although all students are admitted into the 3-year RT diploma program, there are two completion options: 1) Diploma stream, and 2) dual Diploma/Degree stream. Students declare interest to enter into the Diploma/Degree stream during the winter semester of year one of the program. (See Dual Credential process on next page).

The dual Diploma/Degree stream allows successful students to graduate with both a RT diploma and a Bachelor of Health Science (BHSc) Degree within a four-year period. There are a limited number of seats in the dual credential stream and availability in this stream is not guaranteed each year due to a variety of factors external to the RT program. If available, students will be admitted into the Dual Credential stream after application and selection is based on cGPA during the winter semester of year one of the RT Diploma. If the traditional Dual Credential track cannot be offered, students can still apply for the BHSc-OL program and complete the degree requirements during and after graduation as a self-paced online option.

All RT diploma courses are delivered through the Allied Health department. The RT diploma courses provide a large number of transfer credits towards meeting the BHSc degree program completion requirements. Many of the BHSc specific course requirements can either be taken on-site or online through TRU Open Learning. The core upper level required HLTH/RSMT courses are available online only. During years two and three of the dual credential, students will complete a combination of RT diploma courses and lower and upper level BHSc courses.



Dual Credential Process Information

1. Email the Academic Coordinator (ainneswiens@tru.ca) of your request to apply for a seat in the Dual Credential (BHSc & DRT) stream before January 31st.
- Note:** Students who do not submit an email will remain in RT Diploma program by default.
2. Notification to students of dual credential program acceptance will be sent via email by early March.
3. Information regarding all the BHSc Electives and Requirements etc. will be sent to the student through Moodle Respiratory Therapy Student Center.
4. A list of students who have who have been admitted or selected for admission into the DualCredential Program (DCP) will be sent to TRU Admissions, and these students will be registered in the **BHSc degree** program, this change will be evident in Degree Works (as an additional program plan to the DRT program plan).
5. Students need to review their BHSc Degreeworks program plan in April of the winter semester of year one RT diploma, then communicate with Department BHSc Advisor, Dave Sheets (dsheets@tru.ca), to develop and attain approval for a Program Plan and address any transfer credit requests for BHSc degree completion.
6. DCP students must follow TRU course registration procedures for TRU **RESP** and **non-RESP** courses.

4 yr Dual Diploma / Degree Credential Template (example)			
year one	year two	year three	year four (Clinical)
sem 1	sem 3	sem	sem 7
BIOL 1592	RESP 2500	RESP 2550	RTCT 3110
CMNS 1810	RESP 2590	RESP 2570	RTCL 3110
PHYS 1580	RESP 2540	RESP 2680	(RTCT 3040)
RESP 1580	Humanities elective*	UL elective*	(RTCL 3040)
RESP 1690	LL elective*		UL RSMT (required)**
RESP 2720			
sem 2	sem 4	sem	sem 8 (Clinical)
BIOL 1692	RESP 2620	RESP 2650	RTCT 3110
CMNS 2290	RESP 2600	RESP 2630	RTCL 3110
RESP 1680	RESP 2660	RESP 2710	(RTCT 3040)
RESP 1650	LL elective*	UL elective*	(RTCL 3040)
RESP 2510	LL elective*		UL HLTH (required)**
STAT 1200			
			sem 9 (Clinical)
			RTCT 3120
			RTCL 3120
			(RTCT 3040)
			(RTCL 3040)
			UL HLTH (required)**

NOTE: BHSc courses are in bold

*students may want and be able to complete these earlier in the 4 year cycle through transfer credit prior to RT Diploma entrance and/or summer semesters.

** students may want to complete these earlier (year 3), which may require summer courses, if you would like to graduate within the 4 years with the Dual credential. The UL required courses cannot be completed prior to completion of semester 3 at the earliest.

Clinical Year

The clinical year begins in early June, with a one-month gap between end of final exams in the pre-clinical year and the beginning of clinical site orientation. Clinical year begins following the completion of the second year of the diploma program, third year of the dual-credential stream, or the first year of on-campus studies for students in Fast Track. The clinical year is 47 weeks in length and ends in late April of the following year. Students in their clinical rotations will spend time at various hospitals in the province (Lower Mainland, Vancouver Island, Northern Health and the Interior), gaining exposure to all aspects of the duties of a Registered Respiratory Therapist. Students must be prepared to relocate as required. Students are reminded that there is no remuneration for the clinical year. **Tuition is paid for three semesters in the clinical year.** The clinical year curriculum consists of three clinical theory courses (RTCT) and three clinical practice courses (RTCL). The student is required to complete each of the clinical practice courses at different hospitals. Two of the three clinical practice courses are completed at primarily adult-based hospitals [Level One and Level Two] and the third clinical practice course is a neonatal / pediatric course completed at BC Children's and Women's Hospitals.

IMPORTANT:

While every effort is made to ensure the site selection process is as fair as possible, there is no guarantee that students will receive the sites they request for clinical year due to varying capacity limits at each clinical site. Special requests are considered and voted upon by the student group on a case-by-case basis.

Site Selection

During the site selection process, each student will get the opportunity to review the rotation options and available spaces at each site, with the opportunity to change their selected rotation to a site with available spaces if their first choice is unavailable. For rotations with more students interested than spaces available, random order selection may be utilized. Full explanation of the site selection process is provided during the Winter semester of the pre-clinical year.

Note: in your last semester for clinical year, you must apply to write your Registry (certification) exam. The cost for this exam is approximately \$949 + applicable taxes. If you are applying for a student loan, please note this extra cost for this semester.

Note: In order to be enrolled in the TRUSU extended Health and Dental Plan you must **opt in** during your clinical year. This should be done before you leave campus after your final semester. See the TRUSU website for more information. <http://trusu.ca/services/health-dental/opting-in/>

RT PROGRAM POLICIES

1. Communication Method

Faculty will communicate with students through Moodle through announcements made in individual Moodle courses and through the Respiratory Therapy Student Center. It is the student's responsibility to ensure they check their Moodle emails daily or have notifications sent to their personal email accounts. Students **MUST** use their myTRU email address and student number for communicating with faculty.

2. Diploma Completion Requirements

The diploma program completion is expected within 3 consecutive years following entry. **Completion of the diploma stream cannot exceed 4 consecutive years.**

3. RT Diploma / BHSc Completion

The dual credential (diploma & BHSc) program completion is expected within 4 consecutive years following entry. **The dual credential stream cannot exceed 5 consecutive years.**

4. Open-Learning (OL) Courses for the Fast-Track Program

The TRU-OL courses (RESP 1761, RESP 1781, and HLTH 2511) are for RT Fast-track students **only** or where the RT student has received permission to take the course. Applicants/students who take the course without RT program permission will NOT receive transfer credits for these courses.

OL Course completion timelines: Even though OL allots up to 8 months for course completion, there are specific completion date requirements for OL courses taken as equivalent to on-site courses in the Respiratory Therapy Program. For fast-track students taking the pre-requisite OL courses, these courses **must be completed prior to the start of the fall semester**. If the student anticipates being unable to complete these OL courses by this date, the student **must** contact the Academic Coordinator to discuss the situation. Based on the discussion with the Academic Coordinator, certain options will be available to the student.

If the student has one OL course that they have not completed prior to start of the fall semester and the student would like to continue as a Fast-track student, the student must write the final exam before the end of September and successfully complete the course at that time. Failure to successfully complete the OL course is treated in the same manner as an on-site course failure.

Note: students must register for their final exam one month prior to the exam date (see Course Guide of your TRU-OL course).

- a. A mark of > 50% on the final examination and a grade of > 60% overall is required in an OL course in order for transfer/advanced credit to be granted in the Respiratory Therapy Program.

5. Promotion Policy Academic Years

In order to be promoted to the next semester of the program, a student must successfully complete all courses in each semester or have met the Academic Probation criteria. Whereas a minimal passing grade for a course at TRU is 50%, successful completion of the RESP courses, overall RESP lab practical examinations, PHYS 1580, and BIOL 1592/1692 **require a minimum overall grade of C (60%) and a minimum mark of 50% on the final exam.** A grade below these requirements is considered a failure. The student may be allowed to continue on a probationary basis if the student receives less than a grade of C **in only one course and they are not currently on academic probation** (see section #6).

If a student does not meet the Academic Probation criteria and receives less than a C in two or more courses, they will be removed from the program. If this is a first-time failure, the information provided under Program Re-entry applies (see #7 Program Re-entry). If this is a second-time failure, then due to program duration being exceeded, the student will be unable to return to the program (see #2- Diploma Completion Requirements and #3-RT Diploma/BHSc Completion).

Graduation from the RT Diploma program requires that the student has successfully passed all courses in the program (academic and clinical).

Clinical Year

The clinical year curriculum consists of the three clinical theory courses and three clinical practice courses. The student is required to pass all six courses in order to successfully complete the program.

The grading system for the three clinical theory courses (RTCT) is the same letter grade system used for TRU's academic courses. The pass mark, academic probation, and promotion criteria for the three clinical theory courses are the same as described above.

Students who pass a clinical practice course receive a COM [complete] for that course whereas students who are unsuccessful in passing the clinical practice course receive a NCG [no credit granted]. Only students who receive a COM are eligible to continue in the program.

The clinical practice course objectives are listed in the Clinical Logbook that each student receives when they enter clinical year. The students must be capable of consistently meeting all clinical year objectives at the end of each clinical practice course.

During the clinical practice course, the student will receive two evaluations: one at midpoint, which is a formative evaluation, and the other, the summative evaluation, which is at the end of the course. These formal reports detail the student's progress to date. The reports provide feedback, identify strengths and areas of improvement that must be addressed in order for the student to successfully complete the course. In addition, a developmental plan may be delivered to the student at this time or at any time in the clinical year in which issues or areas for improvement are identified.

The developmental plan, formative evaluation, and summative evaluation documents all follow a format that evaluates the student's performance in categories that are based on the categories in the Clinical Logbook. In terms of the adult-based courses, the objectives are very similar in the two courses.

The major differences between Level One and Level Two are that in Level Two the students are (1) expected to handle an increased patient load and (2) work more independently with less supervision by the end of Level Two while maintaining expected patient safety, professionalism, and critical thinking abilities.

6. Academic Probation (AP)

Academic Probation (AP) allows a student to continue in the program if a final grade of C- is obtained in **one course** (RESP, PHYS or BIOL) and/or the student receives less than 50% on a final exam or lab exam during a semester. AP can only occur if the student achieves **a passing grade in all other courses in that semester. AP cannot occur two semesters in a row – this constitutes a failure (see section #7).**

Academic Probation may also be considered if a student receives **two C- grades** in a semester **and there is an equivalent distance course available** for at least one of the courses the student failed. The student will not be considered for AP in this circumstance if they have been on AP from a previous semester. The student will be allowed to continue on to the next semester on AP, providing they successfully pass (**≥ 60% on the final exam and ≥ 60% in the course overall**) the equivalent distance courses within the time frame determined by the RT Program.

Academic Probation does not apply to a grade less than C-. If a student receives a grade less than a C- in a course during one semester, they have failed and will be withdrawn from the program. If it is a first-time failure, students may apply for program re-entry in accordance with the information provided in #7 (Program Re-entry). If the student is accepted back into the program, **they will be on AP for the**

first semester upon their return, and the AP policy applies.

If a student enters a semester on AP, they **MUST** pass all the courses, lab exams, and final exams that semester according to the promotion policy. If the student does not meet the criteria, they will be removed from the program.

7. Program Re-entry

a. Following didactic failure:

A student who receives a failing grade in a course or fails to meet objectives related to a professionalism issue may be refused re-admission to the program or another health-related program.

A student who has previously failed a health-related program and who subsequently applies for admission to the same program or to another health-related program will be regarded as a repeating student, unless he/she can show cause for being treated as a new student.

Students who have failed or withdrawn from a course and/or program, should recognize that there is no guarantee of the opportunity to repeat the on-site courses. Students may be given the option of:

1. Repeating the course(s) by distance study if equivalent course(s) is/are available. The requirements for course completion and promotion to the next semester are stated in #6 (Academic Probation).
2. Re-entering the program the following year if space is available and repeating the course(s) required. They will be placed on AP for the first semester of their return, and the AP policy applies. **All courses that have a lab component must be repeated.**

b. Following a failure in the clinical year:

A student may re-enter clinical the following year if:

- They have not been deemed clinically unsafe
- Have had no previous failures
- Clinical space is available
- They have addressed all concerns and requirements stemming from clinical year evaluations, including but not limited to completion of distance study courses, completion of TRU on-site courses, and/or counselling as deemed appropriate by the Clinical Coordinator
- An affiliated clinical hospital is willing to accept them

A developmental plan will be put in place for any student re-entering the clinical year after a failure. If the student is starting at a different site from where the failure took place, the plan will be developed by both the receiving and original Clinical Site Coordinator (CSC). Each CSC will have a copy of this developmental plan.

A second failure in clinical year will result in removal from the program. Failure to successfully complete the distance study option is not considered a second failure.

c. Order of Program Re-entry

When there is a waiting list of repeating students, the following represents prioritized criteria for re-admission:

- How far a student has progressed in the program without failure
- Cumulative GPA (cGPA) if all else is equal
- Available seats
 - A semester will not be overloaded to accommodate repeating students
- Number of students applying from outside the program with advanced credits (e.g. fast-track)

If the criteria are an issue, then a selection committee will be formed and selection criteria will be developed. The selection criteria will be applied to all applicants, new and re-entering.

Examples

1. Student #1 fails third semester and student #2 fails fourth semester in the same year. If both apply to third semester, but only one seat is available, student #2 is given priority.
2. Student #1 fails third semester, while student #2 fails second semester. Student #2 takes an equivalent course on-line and raises grade to a pass. If both apply to third semester, but only one seat is available, student #1 is given priority.

8. Examinations

The following exam security and invigilation information describes the efforts RT Faculty undertake in order to minimize the opportunity for academic dishonesty. The program believes these measures greatly enhance maintenance of academic integrity.

Previous Exams

- Previously administered quizzes and midterm exams may be accessible to students at the instructor's discretion.

Exam Invigilation

- None of the following will be allowed during midterms and final exams: cell phones, programmable calculators, smart watches, augmented reality technology or other electronic devices, paper dictionaries or translating devices. These aids are permissible during lectures and/or labs only. Each student in the program is responsible for having a non-programmable calculator. RT faculty will not be providing calculators.

9. Attendance

Attendance in all lectures (on campus or virtual) and labs are mandatory for effective learning and to ensure students develop the required competencies of a practicing Respiratory Therapist. Promptness to lecture and lab is a courtesy to both faculty and students. Admission to a lecture or lab may be refused by the instructor for lateness, class misconduct or failure to complete assigned work. It is recommended that students contact program faculty in a proactive manner in the event of any absences or lateness. The TRU RT Program adheres to TRU's Student Attendance Policy ED 3-1: https://www.tru.ca/shared/assets/Policy_ED_03-135351.pdf (See Appendix 5)

10. Criminal Record Check

TRU RT Program students are required to undergo a criminal record check once they have been accepted into the program. Instructions for completion of the Criminal Record Check (CRC) will be provided to accepted students by the Program Assistant through emails from resp@tru.ca. All instructions and deadlines must be adhered to in order for students to remain in the TRU RT program.

A \$28.00 CRC charge will be added to a designated RESP course by the Finance department. The student does NOT need to submit \$28. A criminal check is completed by the Ministry and a Clearance Letter is sent to the Respiratory Dept to be kept on file. It is valid for 5 years.

Students with criminal convictions may not be eligible for the RT program, since hospitals and other practice agencies have the right to bar individuals with criminal records from practicing respiratory care in their agencies. Our clinical affiliates require a CRC prior to hiring of new graduates or accepting students for clinical placement, and may reserve the right to refuse to accept students with a criminal record. Not completing the clinical year would prevent a student from successfully completing the RT program. The Canadian Society of Respiratory Therapy (CSRT) and the provincial colleges of Respiratory Therapy may deny student membership and/or RT registration to candidates with criminal convictions.

11. HSPnet

The Health Sciences Placement Network (HSPnet) is a secure web-enabled application that is used by several jurisdictions in Canada. The HSPnet database contains information about students in clinical placements within health agencies and other locations. Students authorize their educational program to use and disclose their personal information (name, student profile) and to use, but not disclose, their personal health information via HSPnet for the purpose of locating and coordinating placements as required for an educational program. This document provides a summary of the national HSPnet Policies on Privacy, Security and Data Access, relating to the protection of student information within HSPnet. The full Policies can be viewed on the HSPnet website at www.hspscanada.net.

12. Immunizations

Students are required to have their immunizations up to date, and proof of this is required upon acceptance into the program. Immunization forms will be sent to the student once the student is accepted into the RT Program. These immunization forms need to be completed and then e-mailed to resp@tru.ca by **December 1st** at the latest. Students are required to have a blood test to prove Hepatitis B immunity. Students will be required to show proof of immunization and blood test results to the Program Assistant before being allowed into the clinical year.

If a student declines to complete immunizations, the RT Program will accept that as a student's right. However, this may put the student in jeopardy of not being allowed to participate in their hospital training and subsequently graduate from the program. Health Authorities may limit or deny a student clinical time if that student's immunizations are not complete and current. Since completion of this clinical time is a requirement to graduate, the student may be at risk of not being able to do so. The reason for the Health Authorities' stance on the immunization requirement is not only to protect you, but also your patients.

Note: If CRC consent forms and/or immunization records are not submitted on time, the student may be in jeopardy of not being able to choose their clinical rotation sites.

13. N95 mask fits for clinical year

Prior to entry into the clinical year, all students must be fit-tested for N95 masks, which are worn during many patient procedures. The clinical coordinator typically arranges for a contractor to provide fit testing on campus in the winter semester for the pre-clinical students and this cost is paid by the student. Alternatively, students can choose to be fit-tested by any company authorized to provide fit-testing for the N95 mask.

Proper fitting requires the student to be clean-shaven. If a student is unable to be clean-shaven, they may be required to purchase a Powered Air Respirator Purifier (PAPR) at a cost of approximately \$1500, if permitted by the clinical site. Using a PAPR instead of N95 masks during patient care can make organization of workload more difficult in the clinical year.

14. Course Withdrawals

Students are advised to refer to the [TRU Academic Calendar](#) regarding last day of course withdrawals. Please notify the Academic Coordinator and Admissions (admissions@tru.ca) if you are withdrawing from a course.

15. Student Academic Integrity

Honesty and integrity are an absolute requirement, given respiratory therapy students are entering into a profession that requires the public's trust. Therefore, the RT program has an expectation of academic honesty. In the case of academic dishonesty, TRU will enforce the policies to their fullest extent.

The TRU RT Program strongly supports the institutional academic integrity policy, which can be found here: [Student Academic Integrity ED 5-0](#): (or Appendix 6).

16. Academic Appeal Process

Students have the right to appeal 1) decisions on final grades, 2) decisions on the application of Senate policies, procedures and regulations as they relate to academic performance, and 3) perceived unethical conduct by TRU staff or other students. The program follows TRU's appeal process, which is outlined in ED 4-0: [Student Academic Appeals](#) (or Appendix 7).

17. Smoking, Alcohol and Cannabis

It is assumed that a student enrolled at Thompson Rivers University does so as a method of enhancing his or her education. Drug abuse or impairment seriously jeopardizes a student's learning, as well as possibly placing TRU in contravention of contracts it holds with various agencies. It is expected that students will not partake in scheduled learning activities while under the influence of drugs (other than those prescribed by a licensed physician).

TRU seeks to provide a safe and healthy environment for those using its campuses and those present at events under the control of the university. To advance that goal, the university seeks to create an environment that supports a harm-reduction approach to the uses of alcohol, cannabis and tobacco. Use of these substances on campus is governed by [TRU policy ADM 05-3](#).

To provide a safe and healthy workplace and learning environment, tobacco smoking and vaping is only permitted in Designated Smoking Areas — see [map](#) for locations. Please do not smoke/vape on your way to these locations and please use receptacles that are provided.

Alcohol may only be consumed as permitted under the Liquor Control and Licensing Act, and only at appropriately licensed events and establishments on the university campus. Other consumption or possession of open alcohol on the university campuses is prohibited. Alcohol may be consumed in apartments and residence rooms on the university campuses, subject to the rules of such residences.

Cannabis is now legal in Canada. At TRU campuses, however, non-medicinal (recreational) use of cannabis remains prohibited. This includes student residences. There are exceptions in TRU's policy for those who require medicinal cannabis as authorized by a doctor.

Any student deemed by an instructor to be under the influence of a drug will be requested to leave the instructional setting and to contact the RT Department Chairperson immediately. If the consumption of alcohol is in dispute, the student may be requested to submit to a breathalyzer test. The student is under no obligation to comply with this request. Depending upon the circumstances, discipline may range from a letter of reprimand being placed on the student's file to debarment from TRU. If a student is debarred because of drug abuse, readmission to TRU may depend upon the student having undertaken a prescribed program of treatment.

PROFESSIONAL SOCIETIES FOR RTS

Students are encouraged to become involved in their provincial professional society (BCSRT), and national professional society (CSRT) by attending all meetings and functions. A student representative will be elected by the class to be on the BCSRT executive. Benefits of your professional society include: voting privileges (clinical year students only), reduction in costs for registration at educational forums, and current information and changes (technology, pathophysiology, job vacancies) happening in your profession via newsletters. RT students are the growing foundation of these organizations and should develop a strong personal commitment of support.

BCSRT Student Membership Dues

BCSRT student memberships are a \$30.00 one-time fee and must be paid prior to clinical year. If students pay in their 1st year, they receive membership benefits earlier and their subsequent 2 years will be free. Having a BCSRT membership for > 2 years indicates being a “member in good standing,” which means the member can apply for educational and research grants. Membership information and application forms can be obtained here: [BCSRT Student Membership – BCSRT](#).

Once graduated, RTs can apply for an active membership, with more information available here: [Membership Requirements – BCSRT](#).

CSRT Student Membership Dues

CSRT student memberships are FREE and renewable annually for free during each year of study. To join as a student member, visit the website here: [CSRT Membership - CSRT](#). Students are urged to join the CSRT early in their first year of studies to reap the benefits of the CSRT student membership for their entire time as a student. The benefits include subscription to *Canadian Journal of Respiratory Therapy (CJRT)*, registration for the CSRT Annual Conference at discounted member rates, free professional liability insurance coverage during the clinical year, and a certificate of registry with a gold pin upon the successful completion of the HPTC national certification examination.

For more information and costs associated with membership as a new graduate or registered member, see the CSRT website here: [CSRT Membership - CSRT](#)

Health Professionals Testing Canada (HPTC) National Certification Examination

Costs for the exam: \$949.00 + HST

Examination information and registration can be found on the [HPTC website](#). The eligibility requirements are outlined in this link.

PROGRAM RESOURCES - Appendix 1

Respiratory Therapy Textbooks

*RESP resource indicates the text may be useful in multiple RESP courses but is not a specific course requirement

	Program Year Course		
	Year 1	Year 2/3	CLINICAL
<i>Egan's Fundamentals of Respiratory Care</i> (13 th Edition), by Stoller and Heuer (2025)	RESP 1580, RESP 1680, and RESP 2720 (required)	RESP 2710	X
<i>Respiratory Care Anatomy and Physiology</i> (5 th Edition) by Will Beachey, 2022.	RESP 1690 (required)	RESP resource*	X
<i>Medical Terminology: A Body Systems Approach</i> (8th edition) by Gyls and Wedding, 2017, eBook option available through TRU Bookstore	RT Medical Terminology		X
<i>PHYS 1580 is a Zero-Cost Textbook Course</i> <i>College Physics 2e is a recommended guide</i> https://openstax.org/details/books/college-physics-2e	PHYS 1580 All lecture materials are free on Moodle		X
<i>BIOL 1592 and BIOL 1692 are Zero-Cost Textbook Courses.</i> <i>TRU Open Stax Anatomy & Physiology is a free recommended online textbook that will be introduced in class.</i>	BIOL 1592/1692		
<i>Pilbeam's Mechanical Ventilation - Physiological and Clinical Applications</i> (8th Edition), J Cairo, 2024	RESP 1650 (recommended)	RESP 2650 (required)	X
<i>Rau's Respiratory Care Pharmacology</i> , Douglas S Gardenhire (10 th Edition), 2020	RESP 2510 (recommended)	RESP resource*	X
<i>Essentials of Pathophysiology: Concepts of Altered Health States</i> (5 th edition), T. Norris, 2019		RESP 2500 (recommended)	X
<i>Wilkins' Clinical Assessment in Respiratory Care</i> (9th edition), by A.J. Heuer (2021)		RESP 2590 (required)	X
<i>Blood Gases & Critical Care Testing</i> (3 rd ed), J. Toffaletti & C. Rackley (2019)		RESP 2570 (required)	X
<i>Ruppel's Manual of Pulmonary Function Testing</i> (12th Edition), by Carl D. Mottram (2021)		RESP 2680 (recommended)	X
<i>Foundations in Neonatal and Pediatric Respiratory Care: Second Edition</i> , by T.A. Volsko & S.L. Barnhart (2023)		RESP 2630 (required)	X
<i>Textbook of Neonatal Resuscitation (NRP)</i> , 8 th Ed, AHA (2021)		RESP 2630 (required)	X
<i>Quick Reference to Clinical Cardiopulmonary Pharmacology</i> (2021 version)		RESP resource*	X
<i>Respiratory Care: Cardiopulmonary Anatomy & Physiology</i> (1 st edition), by M. Clark (2022)		RESP 2600 (recommended)	X
Lab Manuals for RESP courses are all available through Moodle at no cost to the student			
For CMNS course text information, see course outline provided by instructor (TBA)			

TRU RESPIRATORY THERAPY PROGRAM PROFESSIONALISM ASSESSMENT FORM - Appendix 2

Purpose: To provide students with constructive feedback, to prepare them for entry into the clinical year and to ultimately help them reach their full potential as professionals.

Definition of Professionalism / Professional: A professional approach to Respiratory Care is essential for effective clinical practice. Professionalism is recognizable in individuals by their approach to their chosen vocation. It is reflected in the attitudes and behaviors of members of the profession.

Professionals are honest, conduct themselves with dignity, demonstrate respect and compassion for others, strive for excellence in their pursuits, and are committed to uphold the highest ethical principles. A professional performs skilled work requiring formal education. While professionals enjoy individual autonomy, they must also work effectively within a team environment. These are only a few of the many facets of professionalism. Students are expected to conduct themselves in a professional manner at all times.

Process: Ratings should reflect overall impressions of behavior during this semester and in the following areas that are applicable depending upon your year of study in the program: **Class, Lab &/or Clinic. Each individual will complete a Self-evaluation** and submit by the due date. The RT Faculty will meet as a group and review the Self Evaluation sheet while completing a Faculty Evaluation on each student (see example on next page).

Faculty feedback is based on consensus of all Faculty who worked with you in the lab this semester. If you have questions regarding your feedback, you should consult with the faculty member who completed your feedback form for an explanation.

Professionalism Evaluation Form example:

Student Name: _____






Date: _____

Section 1 – Please select the number that best corresponds to your performance in each category.

Self-Directed Learning				
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
My interaction with faculty and students is not adequate. If support is needed to build deeper understanding, I don't consistently seek it out		My interaction with faculty and students is adequate. If support is needed to build a deeper understanding, I consistently seek it out		My interaction with faculty and students is exceptional. If support is needed to build a deeper understanding, I always seek it out
Communication				
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Communication is poor and I do not seek help or assistance when needed		Communication with faculty and students is adequate. I may be hesitant to seek help		Communication with faculty and students is exceptional. Questions and concerns are clearly communicated to further my learning
Preparedness				
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
I am not consistently prepared for lab. I don't often know the lab I should be doing, I haven't done pre-reading, and don't know what I should be working towards		I am consistently prepared for lab. I know what lab I am doing, have read most pre-readings, and generally know what I should be working towards		I am consistently prepared for labs to an exceptional level. I always know the lab I am doing, have read all pre-readings, and have a very clear idea of what I should be working towards

Feedback				
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
I am not consistently using feedback from faculty and students. My hands-on skills and application ability are not showing the necessary growth		I consistently use feedback from faculty and students. I show consistent growth in my hands-on skills and application ability		I consistently use feedback from faculty and students to an exceptional degree. This exceptional use is reflected in my considerable improvement in hands-on skills and application abilities.
Attendance				
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
I am not consistently as punctual as needed. I have		I am punctual for most labs. I have missed one lab OR I have		I am punctual for every lab. I have not missed or been late for any labs.

missed more than 1 lab OR I have been late more than 2 times. I have left labs early more than 2 times.	been late no more than 2 times. I do not leave early for most labs, and if I have it has been done only 2 times or less	I have not left early for a lab
--	---	---------------------------------

Team work				
1 	2 	3 	4 	5 
Only some or none of my lab partners would describe me as dependable. My lab partners would mostly likely say I do not consistently show a collaborative learning approach.		All of my lab partners would describe me as dependable. My lab partners would agree I consistently take a collaborative approach to learning, and I could likely give some examples to support this		All of my lab partners would describe me as exceptionally dependable. I take a very collaborative approach to learning and I could give specific examples of when I made significant effort to help fellow student(s) gain learning opportunities.

What changes have you made this semester in response to feedback from faculty for Fall Professionalism?

Section 2 – Please share any additional comments here:

Additional Feedback:

RESPIRATORY THERAPY LAB RULES - Appendix 3

1. Scrubs and name tags **must** be worn during lab hours or in clinical observation hours **when appropriate**. Students will be informed as to which labs require scrubs.
2. **No open-toed shoes to be worn in lab or during clinic observation experiences.**
3. Lab coats must be worn **only** in the lab and **not** in the halls or outside the lab environment.
4. No drinking or eating in the lab. Water bottles and thermos mugs with tight fitting lids are acceptable but must be off the counters. **Paper coffee cups are not allowed.**
5. Each student is responsible for their work area and equipment used. All equipment used must be sanitized and returned to the appropriate area at the completion of the lab.
6. It is the responsibility of the student to ensure that all used breathing apparatus/equipment is placed in the “dirty” bin. Students will be assigned on a weekly basis to assist cleaning lab area and putting equipment away.
7. Broken or non-functioning equipment must be reported immediately to the instructor or lab technician.
8. Students will be assigned in pairs, on a weekly basis, to change and monitor the medical gases and manifold.
9. Occasionally, lab hours may be assigned for simulation / clinic visitations. Dress regulations for these areas include:
 - a. Scrubs and name tags **must** be worn.
 - b. **NO** open-toed shoes or hats.
 - c. **NO** dangling earrings or necklaces.
 - d. **NO** perfumes, aftershaves, or other scented personal hygiene products.
 - e. **Long hair must be pulled back and secured.**
 - f. **Cell phones in “silent” mode for clinic, in airplane mode for simulations**
10. The TRU Science building is a scent free environment, ie. no perfume, after shave or other scented personal hygiene products.

LABORATORY PRIVILEGES MAY BE REVOKED FOR NOT COMPLYING WITH THE ABOVE RULES

Appendix 5:

STUDENT ATTENDANCE POLICY ED 3-1

https://www.tru.ca/_shared/assets/Policy_ED_03-135351.pdf

Appendix 6:

STUDENT ACADEMIC INTEGRITY POLICY ED 5-0 -

https://www.tru.ca/_shared/assets/ED_05-0_Student_Academic_Integrity36334.pdf

Appendix 7:

STUDENT ACADEMIC APPEALS POLICY ED 4-0 -

https://www.tru.ca/_shared/assets/ed04-05656.pdf

Appendix 8:

STUDENT SCHOLARSHIPS, BURSARIES, AND AWARDS -

Applications for awards/scholarships/bursaries can be found at:

<https://www.tru.ca/awards/awards.html>

Students do NOT apply for the awards listed below. Students are nominated by faculty based on pre-existing set of requirements/attributes developed by the award sponsor:

- MAINLAND SLEEP AWARD (pre-clinical)
- CSRT AWARD (graduate)
- BCSRT AWARD (graduate)
- BC WOMEN'S AND BC CHILDREN'S HOSPITAL – Lynn MacIsaac Award (graduate)
- ACADEMIC EXCELLENCE (graduate)
- IMOGEN'S AWARD (graduate)
- CLINICAL FACULTY AWARD (graduate)
- RT FACULTY AWARD (graduate)
- PATIENT-FOCUSED CARE AWARD (graduate)