What reasons or experiences influenced you to choose a career in respiratory therapy?

What skill have you mastered? Describe the actions you took to develop the skill. How did you know you mastered the skill, and how do you continue to maintain the skill?

Think of a situation where you had to interact with a difficult person (as a peer, customer, employee, etc). Describe the circumstances of the situation and how you dealt with the person and situation in order to resolve the conflict. Is there anything you would have done differently?

Respiratory therapists work in critical, lifesaving/threatening situations. These require respiratory therapists to make split-second decisions. Describe a time when you had to make a split-second decision. What skill did you use to keep your compsure? What was the outcome?

Respiratory therapists work with patients from new born through geriatric ages. These patients often times succumb to their disease process or condition. How will you handle working with patients during end-of-life circumstances?

Name two to three specific qualities or attributes you possess that you believe will make you an excellent respiratory therapist? Why do you feel these qualities will contribute to your success as a respiratory therapist?

If accepted into the Respiratory Therapy Program, what are you most excited about and what are you most anxious about? How do you see yourself overcoming this anxiety?

In compliance with the American Disabilities Act (ADA), careful consideration is provided to all applicants entering the Respiratory Therapy Program. Reasonable accommodation shall be provided to an applicant who is able to perform the essential functional requirements of the program,

Standing and walking 6-12 hours and performing diagnostic and therapeutic procedures in a clinical facility or hospital

Performing sustained repetitive movements such as CPR

Walking fast or running for emergencies including resuscitation

Reaching above shoulder level (to manipulate equipment)

Reaching below waist level (to manipulate equipment and patient care)

Moving upper and lower extremities, back, hips, and knees without restriction

Lifting, adjusting and positioning adults and children for therapeutic procedures

Lifting and transferring patients from bed to chair, from chair to bed, or from bed to stretcher for transport to other departments

Lifting, adjusting and positioning medical equipment for patient care; pushing, pulling 50 pounds (oxygen cylinders, beds, patients, ventilators, equipment, etc.)

Quickly maneuvering in narrowed spaces during emergencies

Adjusting minute incremental controls or settings on medical devices

Comprehending verbal and written directions from physicians and other healthcare providers Communicating with individuals from diverse backgrounds

Instructing patients how to do correct breathing during therapy, during pulmonary function testing (PFT) and when using small devices (such as nebulizers and metered dose inhalers) Comprehending clinical and scientific reports

Displaying flexibility and adapting to change behaviors

Accepting responsibility for own behavior and for being forthright about errors or uncertainty; and developing mature, sensitive and effective relationships with patients, staff, coworker, etc.

Refusing to or participate in illegal, unethical or incompetent acts including (but not limited

other students written assignments; cheating on a quiz or examination; making untrue statements to a faculty member or administrator