



THOMPSON RIVERS UNIVERSITY

TRU Respiratory Therapy Program

Student Handbook 2025-2026

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, Tsilhqot'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.

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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 newborn's 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 questions, please feel free to ask at any time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cael Field', with a stylized, flowing script.

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 for success with entering and meeting challenges of the Respiratory Therapy profession. To accomplish this, faculty endeavor to provide students 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

Liz Klarenbeek, RRT, Med, BSc

Clinical Coordinator

Randy Moss, RRT

BHSc Advisor

David Sheets, RRT, MA, ID

Program Assistant

Tara Langley

Faculty

Lauren Gilowski, RRT, MEd, BSc

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, BSc

Graham Simson, RRT, BSc

Interim Laboratory Technician: Thane Martin

Clinical Site Coordinators

Indervir Deol, RRT – BC Children's Hospital (BCCH)

Kyle Lau, RRT - BC Children's Hospital (BCCH)

Aries Qanbery- BC Children's Hospital (BCCH)

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

Liz Gulliver- Vancouver General Hospital (VGH)

Lexi Parent, RRT – Vancouver General Hospital (VGH)

Erin Schrack- Vancouver General Hospital (VGH)

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

Robyn Kennett- Royal Columbian Hospital (RCH)

Sarah Mahaffey, RRT – Royal Columbian Hospital (RCH)

Bryana Thacker, RRT – Royal Columbian Hospital (RCH)

Amar Kaila- Surrey Memorial Hospital (SMH)

Nav Pannu, RRT – Surrey Memorial Hospital (SMH)

Harsimrat Banipal– Abbotsford Regional Hospital (ARH)

Megha Narang – Royal Inland Hospital (RIH)
Kelly Lang, RRT – Kelowna General Hospital (KGH)
Corry Gelling, RRT - Royal Jubilee Hospital (RJH)
Keslyn Bevan, RRT, BHSc, FCSRT, BTM – Victoria General Hospital (VGH)
Nicole Hamel, RRT – University Hospital of Northern BC (UHNBC)

More information about the RT Program Instructors can be found on the RT Student Center Moodle Page.

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 Liz Klarenbeek (respcoordinator@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 plans need 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 communicates with the faculty member directly involved. This can be done 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 with the Chairperson of the department, who will deal with the concern appropriately.

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

Students are asked to notify their instructors if they expect to be absent from class/lab. Communication within the program is best accomplished via email. Students should 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 \(tru.ca\)](#)

Transfer Credits or Advanced Credits

Students entering the program will be assessed for transfer credits for previous post-secondary education prior to the end of June. However, if transfer credit has not been given and a student thinks they should have received a transfer credit, then please

contact the Academic Coordinator (respcoordinator@tru.ca). You may be required to submit a detailed course outline for the course that you are seeking transfer credits for. If a student has registered and paid for a course for which they have received transfer credits, they will be reimbursed the tuition costs if transfer credit is awarded 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 invested in student success and are available for educational advising about their courses. Please keep an open line of communication with your instructors and make an appointment to discuss any issues or questions that you may have. Faculty strongly advise students to reach out for periodic check-ins on progress in their courses.

There are full-time counsellors at TRU providing personal, course and career counselling. Drop-in times are 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 center that provides information on all aspects of life at TRU.
- [International Student Advisors](#) (ISAs): provide counselling for international students

Study Rooms

Study spaces are available at a variety of locations around campus. Please find a comprehensive list of areas and rooms [Study Spaces - Current Students | Thompson Rivers University](#).

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

The Nursing and Population Health (NPH) building also has study areas and one available room that can be booked for study purposes. [General Room Booking: Thompson Rivers University](#)

TRUSU Respiratory Therapy Student Club

- More information available here: [TRUSU Respiratory Therapy Student Club](#)

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 \(tru.ca\)](https://tru.ca/Health-and-Wellness-Current-Students) 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 \(tru.ca\)](https://tru.ca/Medical-Clinic-Current-Students)
- **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 \(tru.ca\)](https://tru.ca/Wellness-Centre-Current-Students)
- **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 \(tru.ca\)](https://tru.ca/Student-Affairs-Case-Managers)
- **TRU Multi-Faith Chaplaincy:** provides religious and spiritual care.
 - [Multi-Faith Chaplaincy - Current Students | Thompson Rivers University \(tru.ca\)](https://tru.ca/Multi-Faith-Chaplaincy-Current-Students)

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](https://gmssp.org/) or by website: [Home \(gmssp.org\)](https://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](https://tru.ca/Home-Crisis-Centre-BC)** - Available 24/7
 - Call or text crisis line **9-8-8** or contact **Mental Health crisis line: 310-6789**

PROGRAM COSTS

Diploma Program

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 \(tru.ca\)](#)

Dual Credential Program

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

Fast-Track Program

Fast-track students will have additional costs associated to complete their pre-requisites before entry into their 2nd year of the program.

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

First Year

Tuition & Fees	\$7000.00 <i>(estimate)</i>
Extended Medical/Dental * (optional, must OPT-IN)	\$248.00 <i>(estimate)</i>
Books & Manuals	\$1000.00 <i>(estimate)</i>

Fast-Track OL Course Costs

Tuition & Fees	\$2450 <i>(estimate)</i>
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Second Year & Preclinical Year Costs

Tuition & Fees	\$7000.00 <i>(estimate)</i>
Extended Medical/Dental * (optional, must OPT-IN)	\$248.00 <i>(optional)</i>
Books & Supplies	\$1,500.00 <i>(estimate)</i>
Stethoscope	Variable <i>see next page</i>
Scrubs	\$50.00/set <i>see next page</i>
CPR (BLS) and N95 Mask Fit	\$105.00
TB Skin Test	\$80

Clinical Year

Tuition & Fees	\$7600.00 <i>(estimate)</i>
CompKeepr	\$175.00 <i>(estimate)</i>
HPTC National Certification Exam	\$949.00 <i>(+ applicable taxes)</i>
Extended Medical/Dental *(optional, must OPT-IN)	\$248.00 <i>(optional)</i>

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

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

Memberships (optional)

BCSRT Student Membership

\$30.00 *(one-time fee)*

See details here: [BCSRT Student Membership – BCSRT](#)

CSRT Student Membership

Free

Once graduated, membership fees apply – see the [CSRT website](#)

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: We advise you to wait until start of semester before purchasing**
- **Scrubs** (at least one set for 2nd year, will want more for clinical)
 - **Must be very dark (navy) blue in colour**

Accommodations

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).

***Please note that all students are required to relocate to the lower mainland for a minimum of one level of their clinical year.**

CURRICULUM

The Respiratory Therapy program is designed to meet all learning outcomes outlined in the National Alliance of Respiratory Therapy Regulatory Bodies National Competency Framework (NCF). Students writing their registration exam by 2027 or earlier can find their NCF [here](#). Students writing their registration exam in 2028 or after, can find their NCF [here](#). Students will learn through a series of related activities in the classroom, laboratory and affiliated hospitals. Activities selected by 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 guided and encouraged to develop a logical approach to their studies and to the practical application of this knowledge. The theoretical aspects of courses are reinforced with practical experience both in the laboratory and/or clinical setting. The student will develop a clear understanding of key causes and effects, using problem-solving skills to engage with both theoretical concepts and practical applications. We strongly encourage students to form study groups, as this 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 primarily designed to teach theoretical concepts with practical applications in the laboratory. Observation hours (4-8 in total) within one or more hospital RT departments are recommended during the first year. These hours usually occur during the break between Fall and Winter semesters. Details of these hours are reviewed during RESP 1580 in the Fall semester.

Second- and third-year students will devote substantial time to practical and simulation (SIM) labs, applying theoretical knowledge in hands-on settings. There are mandatory hospital observation hours during the pre-clinical semester around the time of February reading week. Students complete their clinical year at TRU-affiliated hospitals, translating theory into practice while developing core clinical competencies.

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 can be taken online or on campus during the summer 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 dual credential).

**Students must complete a medical terminology course prior to the start of Winter semester. RESP Med Term (free) or HLTH 1981, unless other transfer credit has been approved.

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 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 dual credential).

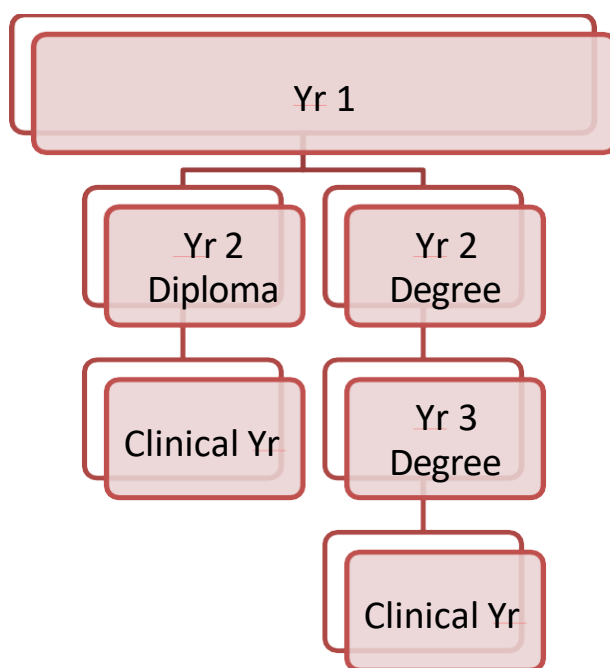
Clinical Year	Credits	
RTCL 3040	8	Neonatal and Pediatrics Clinical
RTCL 3110	19	Respiratory Therapy Clinical (Level 1)
RTCL 3120	18	Respiratory Therapy Clinical (Level 2)
RTCT 3040	2	Respiratory Therapy Clinical Theory (Neonatal/Pediatrics)
RTCT 3110	3	Respiratory Therapy Clinical Theory (Level 1)
RTCT 3120	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 dual 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 option 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 (RespCoordinator@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 been admitted or selected for admission into the dual credential 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 DegreeWorks (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 a program plan as well as 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 Semester 1	Year Two Semester 3	Year Three Semester 5	Year Four (Clinical) Semester 7
BIOL 1592 CMNS 1810 PHYS 1580 RESP 1580 RESP 1690 RESP 2720	RESP 2500 RESP 2590 RESP 2540 Humanities elective* LL elective*	RESP 2550 RESP 2570 RESP 2680 UL elective*	RTCT 3110 RTCL 3110 (RTCT 3040) (RTCL 3040) UL RSMT (required)**
Semester 2	Semester 4	Semester 6	Semester 8 (Clinical)
BIOL 1692 CMNS 2290 RESP 1680 RESP 1650 RESP 2510 STAT 1200	RESP 2620 RESP 2600 RESP 2660 LL elective* LL elective*	RESP 2650 RESP 2630 RESP 2710 UL elective*	RTCT 3110 RTCL 3110 (RTCT 3040) (RTCL 3040) UL HLTH (required)**
LL = Lower-level UL = Upper-level			Semester 9 (Clinical)
			RTCT 3120 RTCL 3120 (RTCT 3040) (RTCL 3040) UL HLTH (required)**

NOTE: BHSc courses are in bold

*Students may be able to complete these earlier in the 4-year cycle through transfer credits prior to RT diploma entrance and/or summer semesters.

** Students may want to complete these earlier (year 3), which could require summer courses, if you would like to graduate within 4 years with the dual credential certificate. The upper level (UL) required courses cannot be completed prior to completion of semester 3.

Clinical Site Selection

Prior to clinical site selection, each student will have the opportunity to review rotation options and available spaces at each site. In the event that more students are interested than spaces are available, random order selection may be utilized. Full explanation of the clinical site selection process is provided during the Fall semester of the pre-clinical year.

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. Special requests are considered and voted upon by the student group on a case-by-case basis.

Clinical Year

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 the fast-track stream. Students start Level One in early June, allowing for a one-month gap between final exams and the beginning of clinical site orientation. The clinical year is 47 weeks in length and ends in late April of the following year. Students 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. At least one half of clinical year occurs in the Lower Mainland. Students must be prepared to relocate as required. Students are reminded that there is no remuneration for the clinical year. **Tuition payment is required for all courses and semesters in the clinical year.**

Clinical curriculum consists of three 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 is a neonatal / pediatric course to be completed at BC Children's and Women's Hospitals.

In the last semester of clinical year, students must apply to write the [Health Professionals Testing Canada Registry exam](#). The cost for this exam is approximately \$949.00 + HST. If you are applying for a student loan, please note this extra cost for this semester.

To be enrolled in the TRUSU extended Health and Dental Plan, students must **opt in** during the 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/>

Applying to Graduate

During the final semester of clinical year, students can apply to graduate through the myTRU portal. You must apply by March 31st. More information can be found [here](#).

RT PROGRAM POLICIES

1. Communication Method

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

2. Program Completion Requirements

- Diploma program completion is expected within 3 consecutive years following entry. **Completion of the diploma stream cannot exceed 4 consecutive years.**
- Dual credential (RT diploma & BHSc) program completion is expected within 4 consecutive years following entry. **The dual credential stream cannot exceed 5 consecutive years.**
- Fast track students diploma completion is expected within 2 consecutive years following entry. **Completion of the fast-track stream cannot exceed 3 consecutive years.**

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

The TRU-OL courses (RESP 1761, RESP 1781, and HLTH 2511) are for fast-track students **only** or where the student has received permission to take the course. Applicants/students who take these courses without RT program permission will NOT receive transfer credits. Fast-track students are required to complete a Med Term course provided by TRU if they do not have previous transfer credit.

OL course completion timelines: Even though OL normally allows 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. Fast-track students taking the pre-requisite OL courses **must be completed prior to the start of the fall semester**. If a student anticipates being unable to complete these OL courses by this date, they **must** contact the Academic Coordinator to discuss the situation. Following consultation with the Academic Coordinator, specific options will be made available to the student.

To continue in the Fast-track program, students with one remaining OL course must complete it successfully and write the final exam by September 30. **Not passing the OL course will be considered the same as failing an on-site course.**

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

4. Promotion Policy Academic Years

To be promoted to the next semester of the program, a student must successfully complete all courses in each semester per the following requirements 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.** Any 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 #7).

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 #8 Program Re-entry). If this is a second-time failure, then due to program completion duration being exceeded, the student will be unable to return (see #2 – Diploma Completion Requirements, #3 – RT Diploma/BHSc Completion Requirements and #4 – Fast-track Completion Requirements).

To graduate from the RT diploma program, students must successfully complete all required academic and clinical courses.

Clinical Year

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

The three clinical theory courses (RTCT) are marked using the same letter grade system as 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 an 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 course outline; clinical competencies are listed in the electronic competency tracker CompKeepr. Each student will be responsible for the associated cost of this service. Students must be capable of consistently meeting all clinical year objectives and competencies as required for each level and course.

During each clinical practice course, the student will receive two evaluations: a formative evaluation is done at the midpoint, and a summative evaluation at the end of the course. These formal reports detail the students' progress to date, providing feedback, identifying strengths, and areas of improvement that must be addressed for the student to successfully complete the course. In addition, a developmental plan may be delivered to the student at any time in the clinical year if issues or areas for improvement are identified.

The developmental plan, formative evaluation, and summative evaluation documents all follow formatting to evaluate the student's performance in categories that are based on the same categories in CompKeepr. Objectives of the adult-based courses are very similar in both courses.

The key differences between Level One and Level Two include an increased expectation in Level Two for students to (1) manage a greater patient load and (2) demonstrate greater independence with reduced supervision by the end of the level, while consistently maintaining high standards of patient safety, professionalism, and critical thinking.

5. 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 #8).**

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 #8 (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 fails to meet this criteria, they will be removed from the program.

6. Program Re-entry

A student who is granted re-entry into the program or requires extended time in clinical is responsible for all fees associated.

a. Following didactic failure:

Students who receive a failing grade in a course, or do not meet objectives due to a professionalism issue may be refused re-admission to the RT program.

Students who have failed or withdrawn from a course and/or program should recognize that there is no guarantee of the opportunity to repeat 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 #7 (Academic Probation).
2. Re-entering the RT 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 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 following a failure. If the student is starting at a different site from where the failure occurs, 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.

If a student requires extra time to complete clinical objectives or competencies, they will be responsible for tuition and fees associated.

c. Order of Program Re-entry

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

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

Examples

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

7. Examinations

The following exam security and invigilation information describes the efforts RT Faculty undertake 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.

8. 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 the 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](https://www.tru.ca/shared/assets/Policy_ED_03-135351.pdf) (See Appendix 5)

9. Criminal Record Checks

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 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 Therapy Program 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 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.

Students will be asked to complete an official Declaration form regarding criminal status in January of pre-clinical year, prior to entering clinical. **If a student has been convicted of a crime during the first two years of the RT program, a subsequent criminal record check will be required.**

10. HSPnet Consent Form

The Health Sciences Placement Network (HSPnet) is a secure web-enabled system that is used by several jurisdictions in Canada. The HSPnet database contains information about students in clinical placements within health agencies and other

practicum locations. Students authorize their educational program to use 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 educational programs. 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.hspcanada.net.

11. 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 emailed 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 **August 31st** before starting the program. 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. Health Authorities require immunization to protect both you and the patients you will work with.

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

12. 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 pre-clinical students, and this cost is paid by the student. Alternatively, students can use 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.

13. 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.

14. Student Academic Integrity

Honesty and integrity are an absolute requirement, given that respiratory therapy students are entering into a profession which 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).

15. 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).

16. 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 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, up-to-date information and changes (technology, pathophysiology, job vacancies) happening in the profession via newsletters. RT students are the growing foundation of these organizations and should develop a strong personal commitment to 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: Cardiopulmonary Anatomy & Physiology</i> (1st Edition) by Margaret V. Clark (2022)	RESP 1690 (recommended)	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>Respiratory Care: Patient Assessment and Care Plan Development.</i> (2 nd edition), Shelledy & Peters (2021)		RESP 2590 (recommended)	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 and 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 upholding 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 an overall impression of behavior throughout the semester, with consideration given to the highlighted areas relevant to your year in the program. When faculty feedback is given, it is based on a consensus of all faculty who worked with you in the lab this semester.

When filling out the form (Part 1):

- Please fill in your name, year of study, semester, and date
- **Rate each item** using the following rating system:
 - **A rating of 1 or 2** represents *below expectations* for a particular item indicating that improvement is required.
 - **A rating of 3** should serve as the starting point. It represents *meeting expectations* for a particular item.
 - **A rating of 4** represents meeting expectations at a higher level than a rating of 3.
 - **A rating of 5** represents *exceeding expectations* for a particular item.

For Part 2, please complete the section on your strengths, weaknesses, and future SMART goals.

Professionalism Evaluation Form example**Student Name:** _____**Date:** _____***Attendance and Punctuality***

1	2	3	4	5
I am rarely punctual. I have missed more than 1 lab OR have been late more than 2 times.		I am punctual for most labs. I have missed one lab OR I have been late no more than 2 times.		I am punctual for every lab. I have not been late or absent for any labs.

Preparedness

1	2	3	4	5
I am rarely prepared for lab. I do not do the pre-readings and rarely know the learning outcomes of the lab.		I am prepared for lab. I typically have done the pre-readings and know the learning outcomes of the lab.		I am always well-prepared for lab. I always complete the pre-readings and have a clear idea of the learning outcomes.

Self-directed Learning

1	2	3	4	5
I rarely take initiative to ask questions to solidify my learning. I often rely on group members to keep me on task or ask questions. I have left lab early >2 times when there was content I could have reviewed.		I take initiative to ask questions to solidify my learning. I often rely on lab instructions to guide what questions to ask, and sometimes create my own. I've left lab early <2 times when there was content I could have reviewed.		I take initiative to solidify my own learning, and frequently ask questions beyond what is in lab instructions. I try to make connections between courses. I never left lab early when there was content I could have reviewed.

Communication and Conflict Resolution

1	2	3	4	5
My communication with faculty and students is often unclear and disorganized. My approaches do not minimize conflict or support collaboration within my group		My communication with faculty and peers is clear, respectful, and effective most of the time. My approaches minimize conflict and support collaboration within my group.		My communication with faculty and peers is clear all of the time, respectful and effective. I take purposeful steps to create collaboration and resolve conflicts within my group.

Feedback

1	2	3	4	5
I find it difficult to give or receive constructive feedback and I tend to take feedback personally. After I have received feedback there is no noticeable improvement in my knowledge, skills, or attitude.		I am able to give and receive constructive feedback. When I receive feedback I can make the appropriate improvements in my knowledge, skills, or attitude.		I actively seek feedback from my peers and faculty. When feedback is received, I reflect and improve upon my knowledge, skills, or attitude. After which I follow-up peers or faculty to ensure I have made appropriate improvements.

Teamwork and Reliability

1	2	3	4	5
My lab partners would describe me as unreliable. I do not work collaboratively and typically work alone. I could not provide examples of helping my peers.		My lab partners would describe me as a somewhat reliable person who typically works collaboratively. I could provide a few examples of helping my peers.		My lab partners would describe me as a highly reliable team player. I have collaborative approach to learning could provide multiple specific examples of helping my peers.

Professionalism Assessment Form (Part 2)

If applicable, what was your previous goal? Did you achieve this goal, why or why not?

Based on your self-evaluation in the areas above, please write out one goal you have for your next semester (in clinical or at TRU)

*Please make sure your goal is **Specific, Manageable, Achievable, Relevant, & Time-Bound***

Please share any additional comments here:

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 clinical 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. All used equipment 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 scheduled to help clean the lab area and organize equipment.
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. 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 airplane mode for simulations.**
10. The TRU Science building is a scent free environment, i.e. no perfume, after shave or other scented personal hygiene products.

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

Appendix 4:

STUDENT ATTENDANCE POLICY ED 3-1

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

Appendix 5:

STUDENT ACADEMIC INTEGRITY POLICY ED 5-0

https://www.tru.ca/_shared/assets/student-academic-integrity-policy-ed-5-057494.pdf

Appendix 6:

STUDENT ACADEMIC APPEALS POLICY ED 4-0

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

Appendix 7:

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)
- SNORE MD AWARD (graduate)