



2010 ARETE SLEEP HEALTH

A-STEP PROGRAM CATALOG





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PROGRAM Calendar

Winter/Spring 2010 Courses

<i>February</i>	<i>8th – 19th</i>	<i>Hillsboro, Oregon Campus</i>
<i>March</i>	<i>15th – 26th</i>	<i>Hillsboro, Oregon Campus</i>
<i>April</i>	<i>12th – 23rd</i>	<i>Hillsboro, Oregon Campus</i>
<i>May</i>	<i>3rd – 14th</i>	<i>Richardson, Texas Campus Hillsboro, Oregon Campus</i>

Summer 2010 Courses

<i>June/July</i>	<i>21st – 2nd</i>	<i>Richardson, Texas Campus</i>
<i>July</i>	<i>19th – 30th</i>	<i>Richardson, Texas Campus Hillsboro, Oregon Campus</i>
<i>August</i>	<i>2nd – 13th</i>	<i>Richardson, Texas Campus</i>

Fall 2010 Courses

<i>September</i>	<i>13th – 24th</i>	<i>Richardson, Texas Campus Hillsboro, Oregon Campus</i>
<i>October</i>	<i>4th – 15th 11th – 22nd</i>	<i>Phoenix, Arizona Campus Richardson, Texas Campus Hillsboro, Oregon Campus</i>

Winter 2010 Courses

<i>November</i>	<i>1st – 12th 8th – 19th</i>	<i>Hillsboro, Oregon Campus Richardson, Texas Campus Hillsboro, Oregon Campus</i>
<i>November/December</i>	<i>29th – 10th</i>	<i>Phoenix, Arizona Campus</i>

** The introductory course is a two week, 80 hours of in classroom instruction, scheduled Monday – Friday from 8:00 a.m. – 5:00 p.m. Breaks and lunches are scheduled as follows:

Break 1	10:30 a.m.	(15 min)
Lunch	12:00 p.m.	(30 min)
Break 2	2:30 p.m.	(15 min)



MESSAGE from the Program Director

WELCOME TO ARETE SLEEP HEALTH'S – ASTEP PROGRAM

I would like to thank you for choosing Arête Sleep Health as your A-Step Provider of choice.

Arête Sleep Health prides itself as a leader of integrated, high quality sleep medicine and total patient care. Our commitment to excellence is reflected on every level of the organization. For millions, we offer better health and a better quality of life.

The field of sleep disorders medicine, or Polysomnography, continues to experience unprecedented growth. There continues to be a high demand for highly-skilled and well-trained technologists.

The American Academy of Sleep Medicine (AASM) developed the Accredited Sleep Technologist Education Program (A-STEP) to promote the standardization of sleep technologist education and training. A-STEP equips students with the knowledge and skills they need to excel in the profession of sleep technology.

Completing A-STEP fulfills the education requirements for the RPSGT Certification Exam offered by the BRPT.

We want to continue our strife and commitment to furthering sleep education by providing sleep training services such as the A-Step Introductory Course to continue to promote and encourage quality sleep health services.

Our staff is fully dedicated to helping you gain the necessary knowledge to work in the sleep field as a Sleep Technician and successfully prepare you to sit for the registry exam, provided by the American Academy of Sleep Technologists.

Good luck in your endeavor and I hope you find the field of Polysomnography as intriguing and fulfilling as I have.

The information contained in this catalog is true and correct to the best of my knowledge.

JENNIFER STEPHENSON, RPSGT, DIRECTOR OF CLINICAL OPERATIONS



ARETE Trustees

Board of Trustees

The Arete Sleep Health Board governs Arete Sleep Health – Richardson A-Step Program and is responsible for all policy decisions. The Board meets once a month.

<u>Name/Position</u>	<u>Years on Board</u>
Mike Pierce, Owner	6 years
Chuck Ensign, Owner	6 years

Officers

Anthony Baumann, CEO

Directors

Jennifer Stephenson, RPSGT, Director of Clinical Operations

Christian Landy, MS, Director of Shared Services

Lisa Snyder, CPA, Director of Finance

Nick Pierce, Director of Strategic Partnerships

Kara Chase, BS, Human Resources

MEET our Facility

Asha Singh, MD

Clinical Director



Dr. Singh completed her Sleep Medicine fellowship at the Beth Israel Deaconess Medical Center in Boston, Harvard Medical School and is board certified in Neurology. She joined Areté in October 2008 and now serves as Medical Director for our Hillsboro location.

Chad Hoskins, BS, RPSGT -

Instructor



Chad Hoskins is an experienced Registered Polysomnographic Technologist based in Phoenix Arizona. Since 2000 he has been in the sleep industry where he has worked as a Sleep Technician, Scorer and Clinical Operations Manager. In 2003, Chad received his Bachelor of Science degree from the University of Utah in behavioral science and health. His current role with Areté Sleep Health is as the Clinical Support Manager oversees the Centralized Scoring Department and company-wide Physician Liaison.



MEET our Facility

Jamie Curry, RPSGT

-

Instructor

Picture currently not available	Jamie began her career in healthcare in 1996 and has been in the field of sleep since 2001. She has extensive experience in all the sleep field modalities from working as a Sleep Technician, Therapy Home Care and performing EEG testing. She is currently the Clinical Operations Manager for the Pacific Northwest region for Arête Sleep Health.
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CONTACT Information

Enrollment and Registration Information	480-296-2281
Enrollment and Registration Fax	480-282-6621
Program Director	480-221-3956
Human Resources	480-282-6527

Our Campus Locations

Richardson Campus

1475 Richardson Drive
Suite 200
Richardson, TX 75080

Hillsboro Campus

2460 NE Griffin Oaks St
Suite D-1000
Hillsboro, OR 97124

A-STEP PROGRAM Certification

The field of sleep disorders medicine, or Polysomnography, continues to experience unprecedented growth. There continues to be a high demand for highly-skilled and well-trained technologists.

The American Academy of Sleep Medicine (AASM) offers the Accredited Sleep Technologist Education Program (A-Step) to equip students with the education and training they need to excel in the profession of sleep technology.

Completing A-STEP fulfills the education requirements for the RPSGT Certification Exam offered by the BRPT.

The A-Step is comprised of the following two components:

- **AASM A-Step Introductory Course:** This course consists of 80 hours of classroom instructions and training through an approved A-STEP provider. The coursework involves consistent, basic instruction about sleep, sleep disorders, sleep studies and patient care, and it concludes with an online examination.
- **AASM A-STEP Self-Study Modules:** This program consists of 14 online course modules. It is a requirement to complete the modules in order to sit for the board of registered polysomnographic technologists (BRPT) exam and obtain the RPSGT credential.

Upon successful completion of the A-Step program, the student will be awarded a certificate of completion. The AASM will also be notified by Arête Sleep Health for their records if the student at a later date plans to sit for the RPSGT credential exam.

Students who successfully complete the A-Step Program have the opportunity to apply with Arête Sleep Health for employment in any of our locations as a Sleep Technologist. For a list of all our locations, visit our website at www.aretesleep.com.

COURSE Syllabus

Day 1 Intro to Sleep and Sleep Disorders Patients		Time(hours)	Type
Instructor: Title:	Technical Director The Role of the sleep technologist	1.0	Didactic
	<ul style="list-style-type: none"> • What is it like to be a sleep tech? • Establishing patient rapport • Sleep center dress codes • Professionalism/ethical behavior in the sleep center • Criteria for employment • Trainee, non-registered, and registered technologist responsibilities • BRPT, AASM, APT 		
Instructor: Title:	Technical Director Patient Confidentiality/HIPAA	.75	Didactic
	<ul style="list-style-type: none"> • Reasons for medical confidentiality • HIPAA protections • What you can say and where you can say it • Documentation • Managing research subjects 		
Practice Session: Confidentiality HIPAA simulations		.75	Simulation
Instructor: Title:	Technical Director Infection Control/Patient Safety	1.0	Didactic
	<ul style="list-style-type: none"> • Universal precautions • Procedures for known infections • Electrical safety • Equipment cleaning and sterilization procedures 		
Instructor: Title:	Technical Director Sleep Definitions and Function	1.0	Didactic
	<ul style="list-style-type: none"> • What is sleep? • What function does sleep serve? • Effects of sleep on the musculoskeletal system • Effects of sleep on the respiratory system • Effects of sleep on metabolism 		
Instructor: Title:	Technical Director Intro to Circadian Rhythms and Coping with Shift Work	1.0	Didactic
	<ul style="list-style-type: none"> • Sleep hygiene • Recognition of sleepiness/fatigue • Safety issues related to sleepiness/fatigue 		
Instructor: Title:	Technical Director Overview of Sleep Disorders	1.0	Didactic
Demonstration:	Taking the Sleep History	1.0	Demonstration

COURSE Syllabus

Day 2 EEG and Sleep Staging		Time(hours)	Type
Instructor:	Technical Director		
Title:	Electrode Application Techniques	1.0	Didactic
	<ul style="list-style-type: none"> • Electrode properties and design • Skin Preparation • Electrode application techniques 		
Instructor:	Technical Director		
Title:	Amplifier Instrumentation	1.5	Didactic
	<ul style="list-style-type: none"> • Basic electrical principles • Differential amplification • Polarity and amplitude calculations • Filters 		
Instructor:	Technical Director		
Title:	10-20 System & Electrode Placement	1.0	Didactic
	<ul style="list-style-type: none"> • 10-20 electrode placement • Montages used in sleep (bipolar and referential) • EEG in routine PSG 		
Practice: Head Measurement		2.0	Practical
Instructor:	Technical Director		
Title:	Normal Sleep in Adults/Intro to Scoring	1.5	Didactic
	<ul style="list-style-type: none"> • Sleep cycles • Wake • Stage N1 • Stage N2 • Stage N3 • Stage REM 		
Practice: Sleep Staging		1.0	Practical

COURSE Syllabus

Day 3 Sleep & Cardiovascular Monitoring		Time(hours)	Type
Instructor:	Technical Director		
Title:	Sleep Onset, Arousals, Awakening, Fragmentation	1.0	Didactic
Instructor:	Clinical Director		
Title:	Electrical Activity of the Brain	1.0	Didactic
	<ul style="list-style-type: none"> • Major brain structure and their NREM./REM Involvement in sleep • Neurons • Synapses • Dendrites • Neurotransmitters; what they are and which ones are involved in sleep and wakefulness 		
Practice: EEG, EOG, and Chin EMG Application		2.0	Practical
Instructor:	Clinical Director		
Title:	The Cardiovascular System and Sleep	1.0	Didactic
	<ul style="list-style-type: none"> • Anatomy • Control of heart rate – cardiac innervation • Control of blood flow • Blood pressure and sleep 		
Instructor:	Clinical Director		
Title:	Basic Electrocardiography	1.0	Didactic
	<ul style="list-style-type: none"> • Generation of the ECG • Electrode placement • Cardiac arrhythmias 		
Practice: ECG Tracings		1.0	Practical
Practice: Sleep Staging		1.0	Practical

COURSE Syllabus

Day 4 Respiratory Monitoring		Time(hours)	Type
Instructor:	Technical Director		
Title:	Anatomy & Physiology of the Upper Airway	1.0	Didactic
	<ul style="list-style-type: none"> • Nose and sinuses • Tongue and oropharynx • Palate and uvula • Control of upper airway 		
Instructor:	Technical Director		
Title:	Respiratory Sleep Physiology	1.0	Didactic
	<ul style="list-style-type: none"> • Breathing mechanics • Gas exchange • Ventilatory control/REM and NREM differences • Room air FiO2 and supplemental oxygenation 		
Instructor:	Technical Director		
Title:	Monitoring Airflow	1.0	Didactic
	<ul style="list-style-type: none"> • Thermal sensors • Pressure transducers • Capnography • Snoring 		
Instructor:	Technical Director		
Title:	Monitoring Respiratory Effort	1.0	Didactic
	<ul style="list-style-type: none"> • RIP • Piezoelectrical sensors • Esophageal pressure • Respiratory EMG 		
Practice: Airflow and Effort Hook-Up		1.0	Practical
Instructor:	Technical Director		
Title:	Oxygen and Carbon Dioxide Monitoring	1.0	Didactic
	<ul style="list-style-type: none"> • Oxyhemoglobin dissociation curve • Theory of operation for pulse oximeter and carbon dioxide devices • Calibration • Time constants / averaging • Measurement accuracy 		
Demonstration:	Performing a Routine PSG	2.0	Demonstration
	<ul style="list-style-type: none"> • Montage • Patient preparation • Calibration • Special Orders 		

COURSE Syllabus

Day 5 Sleep Related Breathing Disorders		Time(hours)	Type
Instructor: Title:	Technical Director Obstructive Apnea Syndrome	1.0	Didactic
	<ul style="list-style-type: none"> • Definition and clinical features • Epidemiology • Pathophysiology • Complications • PSG Features 		
Instructor: Title:	Technical Director Central Sleep Apnea & Hypoventilation	1.0	Didactic
	<ul style="list-style-type: none"> • Definition and clinical features • Epidemiology & the relationship with cardiopulmonary disorders • Pathophysiology • Cheyne-Stokes breathing pattern • PSG Features 		
Instructor: Title:	Technical Director Scoring Respiratory Events	1.0	Didactic
	<ul style="list-style-type: none"> • Apnea (obstructive, mixed, central) • Hypopnea • RERA • Snoring • Oxygen desaturation • Calculating indices • Criteria for diagnosing sleep apnea 		
Practice: Scoring Respiratory Events		2.0	Practical
Instructor: Title:	Technical Director Overview of PAP therapy	1.0	Didactic
	<ul style="list-style-type: none"> • Mechanics of PAP therapy • Physiologic impact of PAP on the lungs and heart • Mask designs • Efficacy and compliance • Complications 		
Instructor: Title:	Technical Director Performing CPAP Titrations	1.0	Didactic
	<ul style="list-style-type: none"> • CPAP titration protocols • Rationale for split-night studies 		
Demonstration:	PAP Equipment & Mask Fitting	1.0	Demonstration /Practical

COURSE Syllabus

Day 6 Sleep Related Breathing Disorders Contd		Time(hours)	Type
Instructor:	Technical Director		
Title:	BiLevel PAP and non-invasive ventilation	1.0	Didactic
	<ul style="list-style-type: none"> • Indications for BiLevel PAP therapy • When to switch from CPAP to BiLevel PAP • CPAP to BiLevel in a single night; selecting the pressures 		
Instructor:	Technical Director		
Title:	Guidelines for Supplemental Oxygen	1.0	Didactic
	<ul style="list-style-type: none"> • Definition and clinical features • Epidemiology & the relationship with cardiopulmonary disorders • Pathophysiology • Cheyne-Stokes breathing pattern • PSG Features 		
Instructor:	Technical Director		
Title:	Optimizing PAP Therapy	1.0	Didactic
	<ul style="list-style-type: none"> • Interfaces • Acclimation • Humidification • Monitoring compliance • The role of auto-PAP 		
Practice: PAP Equipment		1.0	Practical
Instructor:	Technical Director		
Title:	Alternative Treatments for Sleep Apnea	1.0	Didactic
	<ul style="list-style-type: none"> • Surgical therapies • Oral appliances • Pharmacologic therapies • Positional therapies • Weight reduction 		
Instructor:	Technical Director		
Practice: Scoring Respiratory Events		1.0	Practical
Practice: Head Measurement, EEG, EOG, EMG and Electrode		2.0	Practical

COURSE Syllabus

Day 7 EMG and Movement Disorders		Time(hours)	Type
Instructor: Title:	Technical Director RLS and PLMD	1.0	Didactic
	<ul style="list-style-type: none"> • Clinical features • Epidemiology • Pathophysiology • Treatment including their effects on PSG 		
Instructor: Title:	Technical Director Recording Limb Movements	1.0	Didactic
	<ul style="list-style-type: none"> • Electrode placement • Calibrations • Montages • Differentiating PLMS from artifacts and other types of limb movements 		
Practice: Leg, Arm, and Respiratory EMG Hook-Up		1.0	Practical
Instructor: Title:	Technical Director Scoring PLMS and Arousals	1.0	Didactic
	<ul style="list-style-type: none"> • Scoring criteria • Arousals • Calculating PLM and arousal indices 		
Instructor: Title:	Technical Director Other Movement Disorders in Sleep	1.0	Didactic
	<ul style="list-style-type: none"> • Bruxism • Rhythmic movement disorders • Iatrogenic movement disorders • Monitoring techniques 		
Practice: Scoring Arousals in Association with PLMS & SDB		2.0	Practical
Instructor: Title:	Technical Director Summarizing the PSG Report	1.0	Didactic/ Interactive
	<ul style="list-style-type: none"> • The hypnogram • Sleep architecture parameters • Sleep disordered breathing parameters • PLMS parameters • Oxygen saturation and carbon dioxide reporting 		

COURSE Syllabus

Day 8 Narcolepsy, Seizures & Parasomnias		Time(hours)	Type
Instructor: Title:	Clinical Director Parasomnias	1.0	Didactic
	<ul style="list-style-type: none"> • Definition • Disorders of arousal (from NREM sleep) • REM parasomnias • Other parasomnias • Epidemiology 		
Instructor: Title:	Clinical Director Seizures and Sleep	1.0	Didactic
	<ul style="list-style-type: none"> • Sleep onset • NREM v. REM • Clinical features • Ictal and interictal EEG 		
Instructor: Title:	Clinical Director PSG Features of Seizures and Parasomnias	1.0	Didactic
	<ul style="list-style-type: none"> • PSG features of seizures • PSG features of NREM parasomnias • PSG features of REM parasomnias • Technical interventions and documentation • Monitoring techniques including video 		
Practice: EEG Set-Up		1.0	Practical
Instructor: Title:	Technical Director Narcolepsy	1.0	Didactic
	<ul style="list-style-type: none"> • Clinical features of cataplexy (video) • Epidemiology • Differential diagnosis • Treatment 		
Practice: Scoring Arousals in Association with PLMS & SDB		2.0	Practical
Instructor: Title:	Technical Director MSLT and MWT	1.0	Didactic
	<ul style="list-style-type: none"> • Indications • Protocols and montages • Preparing the patient • Documentation • Interpretation and report formats • Medication effects 		

COURSE Syllabus

Day 9 Insomnia, Circadian Rhythm, Psychiatric Disorders		Time(hours)	Type
Instructor: Title:	Technical Director Insomnia	1.5	Didactic
	<ul style="list-style-type: none"> • Classification • Etiology • Epidemiology • Co-morbid conditions • Treatment – behavioral and pharmacological • Role of PSG in the evaluation of insomnia 		
Instructor: Title:	Technical Director Circadian Rhythm Sleep Disorders	1.5	Didactic
	<ul style="list-style-type: none"> • Classification • Anatomy, including suprachiasmatic nucleus • Zeitgebers • Measurement: actigraphy, body temperature 		
Instructor: Title:	Technical Director Psychiatric and Behavioral Disorders	1.0	Didactic
	<ul style="list-style-type: none"> • Classification • Impact on sleep • Medication effect on sleep 		
Instructor: Title:	Technical Director Artifact Recognition & Troubleshooting	1.0	Demonstration
	<ul style="list-style-type: none"> • EEG artifacts • EMG artifacts • Cardiac artifacts • Respiratory artifacts • Environmental artifacts 		
Instructor: Title:	Technical Director Managing Emergencies in the Sleep Lab	1.0	Didactic
	<ul style="list-style-type: none"> • Cardiorespiratory emergencies • Seizures • Parasomnias • Psychiatric emergencies • When to call a physician • 		
Practice: Setting Up and Hooking Up a PSG		2.0	Practical

COURSE Syllabus

Day 10 Pediatric Polysomnography		Time(hours)	Type
Instructor:	Technical Director		
Title:	Pediatric Polysomnography	1.0	Didactic
	<ul style="list-style-type: none"> • Patient and parental preparation • Montages • Sleep staging 		
Instructor:	Technical Director		
Title:	Pediatric Sleep-Disordered Breathing	1.0	Didactic
	<ul style="list-style-type: none"> • Clinical features • Epidemiology • Associated conditions • Treatment • Scoring respiratory events • Criteria for diagnosing sleep apnea 		
Instructor:	Technical Director		
Title:	Other Pediatric Sleep Disorders	1.0	Didactic
	<ul style="list-style-type: none"> • Movement disorders including RLS< PLMD • Behavioral problems • NREM parasomnias • Seizures • Narcolepsy • Adolescent sleep (CRD, delayed sleep phase type) 		
Practice: Scoring Pediatric Sleep & Breathing Disorders		1.0	Practical
Final Exam:		2.0	Exam
Skills Demonstration		2.0	Exam

ENROLLMENT

Eligibility for Admission

Any person who is a high school graduate or has obtained their GED and a minimum of 18 years of age is permitted to enroll in the A-Step Course.

Previous Education

Due to the nature of the program, previous education, experience or college credits do not apply toward any credits or reduction of the training time due to the nature of the course.

How to Enroll

You can either contact Arête Sleep Health's A-Step Enrollment Line by calling 480.282.2218 and one of our faculty members will contact you within 1 business day to provide you with the enrollment materials.

You can also obtain our enrollment information on our website by visiting;

www.aretesleep.com

All applications are required to complete the Enrollment Application and pay the \$500 non-refundable registration fee in order to reserve their place in the course. Due to the limit of students allowed per course, applicants will be considered on a first come, first serve basis. In the instance the course is full or canceled; the \$500 deposit will be reimbursed in full to the applicant.

The \$500 deposit is applied toward the full tuition of the course of \$2900. The remaining balance of the tuition is due no later than 5 business days prior to the first day of instruction.

The application must be submitted no later than 5 business days prior to the first day of instruction.

TUITION Fees

The Arete Sleep A-Step Introductory Course tuition includes the two-week didactic instruction by experienced and credentialed lecturers, all books, learning materials and supplies needed. Additional training manuals are available at the students own cost.

All meals and travel costs are the responsibility of the student.

The fee structure is as follows:

- \$2900 A-Step Introductory Course Tuition
- \$500 Deposit due at the time of enrollment
(required to apply and is non- refundable; applies to the course tuition)

The remaining course tuition is due 5 days prior to the first scheduled day of class.

Currently Arete Sleep Health does not offer any scholarships.

CANCELLATION and Refunds Policy

CANCELLATION POLICY

All students are required to notify Arete Sleep Health if they need to cancel their enrollment at least 5 business days prior to the first day of instruction.

REFUND POLICY

1. A \$500 deposit is required to enroll in the program. The \$500 deposit is non refundable if the student fails to notify the program they are withdrawing at least 5 business days prior to the first day of instruction.
2. If tuition and fees are collected in advance of entrance, and if after expiration of the 5 business day cancellation privilege the student does not enter the course, not more than the \$500 deposit shall be retained by the school.
3. If the student enters the program and fails to complete the course the refund will be pro-rated depending on the length of the course attendance.
 - a. On the first day, 90 percent of the remaining tuition and fees;
 - b. After the second day, 80 percent of the remaining tuition and fees;
 - c. After the third day, 70 percent of the remaining tuition and fees;
 - d. After the fourth day, 60 percent of the remaining tuition and fees;
 - e. After the fifth day, the tuition is not refundable, however 50% of the tuition paid can be applied to a future course. If the student fails to enroll in another course, Arete Sleep Health will not reimburse the student the tuition and fees up to 50%.
4. The student will not be required to purchase instructional supplies, books and tools as they are provided by the course. If additional materials are purchased by the student once these materials are purchased, no refund will be made.
5. A full refund of all tuition and fees is due and refundable in each of the following cases:
 - a. An enrollee is not accepted by the school;

CANCELLATION and Refunds Policy

- b. If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
 - c. If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.
6. REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICES.

A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States will receive a full refund of all tuition and fees.

STUDENT Rights and Responsibilities

Students applying for the A-Step course have the right to certain information about the school program and about how much it costs to attend the course.

The U.S. government requires colleges and our courses of instruction provide the student with the following:

- The cost of attending the course, including tuition, books and supplies, and any other related costs and fees.
- Requirements and procedures for withdrawing from a course, including refund policies.
- The information regarding the institution that approves certifies and/or accredits the program.
- Special facilities and services for disabled students.
- The academic program of the course provided, including the certification or degree given, programs of study and the facilities.
- A list of the faculty and other instructional personnel.
- The types of financial aid or scholarships available.
- Procedures and policies for reporting crimes and emergencies on campus.
- The schools drug offense policy.

BEFORE YOU APPLY

The following *Statement of Student Rights and Responsibilities* clarifies the rights, freedoms and responsibilities afforded to all students at Arête Sleep Health A-Step Program:

- The **rights** to receive factual and comprehensive information about our A-Step Program, their admission and financial costs.
- The **rights** to tour the facility prior to and after enrollment.

STUDENT Rights and Responsibilities

- The **rights** afforded to all Arete Sleep Health Students as described in officially promulgated campus policies and procedures.
- The **right** to be free from sexual harassment, and physical threats and discrimination on the basis of race, religion, color, sex, age, disability, marital status, sexual orientation, and national origin.
- The **right** to expect that confidential educational records will not be disclosed to others, except as permitted by state and federal law.
- The **right** to petition for redress of grievances.
- The **right** to expect professional conduct from faculty in the assignment and evaluation of academic work.
- The **right** to learn in an academic environment that is free of inappropriate interruption, due to the use of electronic communication devices during class, or other activities that might be considered distracting to others.
- The **freedom** of inquiry, conscience, responsible expression, and association.
- The **responsibility** to exercise the above mentioned rights and freedoms in a manner that will not violate Arete Sleep Health's rules and regulations or infringe on the rights of other students, faculty and staff.
- The **responsibility** to treat all members of the campus community with civility, respect, and courtesy.
- The **responsibility** to hold others accountable for their actions when they violate Arete Sleep Health's rules and regulations that negatively influences our campus.
- The **responsibility** to complete, on schedule, the requirements and meeting the standards of the course taken.
- The **responsibility** to become an active learner, fully engaged in both intellectual and human growth.
- The **responsibility** to contribute to the overall welfare and common good of all students, faculty and staff at Arete Sleep Health.



HIPAA Policy

Arete Sleep Health, duly registered as a foreign corporation authorized to do business therein, hereinafter _____ "STUDENT" and Arete Sleep Health "SCHOOL" expressly agree and contract as follows:

Whereas, student has, is, and does perform various services for or on behalf of school that may or do in fact contain individually identifiable protected health information ("PHI") as defined by § 164.501 of the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. Parts 160 through 164.

Whereas, school, in order to meet its obligations to comply with the privacy and security regulations promulgated under Title II, Subtitle F, §§ 261-264 of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the administrative regulations issued by the Department of Health and Human Services (DHHS") as found in 45 C.F.R. Parts 160 through 164 (hereafter HIPAA or DHHS Regulations) seeks reasonable assurances from Student that Student will implement and/or maintain reasonable and appropriate administrative, technical, and physical safeguards to ensure the integrity and confidentiality of all PHI it receives or possesses from School.

Whereas, student, in order to meet School's HIPAA and DHHS regulatory requirements, agrees to and will provide such reasonable assurances and further asserts that it has or will implement and/or maintain reasonable and appropriate administrative, technical, and physical safeguards to ensure the integrity and confidentiality of all PHI that it receives or possesses from School.

HIPAA Policy

Whereas, student further agrees to and will protect all PHI against reasonably anticipated threats or hazards to the security or integrity of the information and unauthorized uses or disclosures of the information.

The parties agree as follows:

1. If and to the extent that and so long as required by the HIPAA provisions of 42 U.S.C. 1171 *et seq.* and regulations promulgated there under, but not otherwise, STUDENT does hereby assure School that STUDENT will appropriately safeguard protected health information made available to or obtained by STUDENT.
2. In implementation of such assurance and without limiting the obligations of STUDENT otherwise set forth in this Agreement or imposed by applicable law, STUDENT hereby agrees to comply with applicable requirements of law relating to PHI and with respect to any task or other activity that STUDENT performs on behalf of School to the extent School would be required to comply with such requirements.
3. The agreement of STUDENT set forth in items 1 and 2 above, and the additional provisions relating to permitted and required uses and disclosures thereof that shall be from time to time provided to STUDENT by School in accordance with applicable law constitute a contract between School and STUDENT establishing the permitted and required uses and disclosures of such PHI by STUDENT.
4. In amplification and not in limitation of the provisions of this Agreement, including this Section of this Agreement, STUDENT agrees that it will—

HIPAA Policy

- a. Not use or further disclose such information other than as permitted or required by this Agreement.
 - b. Not, except as necessary for the proper management and administration of the STUDENT and for the performance of STUDENT's duties under this Agreement (see Appendix A attached hereto and incorporated by reference, for the recitation of such duties) use, reproduce, disclose, or provide to third parties any confidential documents or information relating to the School or patients of the School without the prior written consent or authorization of the School or of the School's patient(s). If STUDENT uses such information for the purposes set forth above, it will do so only if the disclosure is required by law or if STUDENT obtains reasonable assurances from the person(s) to whom the information is disclosed that the information disclosed will be held confidential and will be used or further disclosed only as required by law or for the purpose for which STUDENT disclosed it to the person(s). STUDENT shall also ensure that the person(s) to whom STUDENT so discloses information notifies SCHOOL of any instances of breach of confidentiality that such person is aware of.
5. STUDENT shall ensure that its personnel, employees, affiliates, and agents maintain the confidentiality of patient health information and business information of the School.
 6. STUDENT shall not use or further disclose the information in a manner that would violate the requirements of applicable law if done by School.

HIPAA Policy

7. STUDENT shall use appropriate safeguards to prevent use or disclosure of such information other than as provided for by this Agreement.
8. STUDENT shall report to School any use or disclosure of such information not provided for by this Agreement of which STUDENT becomes aware.
9. STUDENT shall ensure that any subcontractors or agents to whom STUDENT provides PHI received from School agree to the same restrictions and conditions that apply to STUDENT with respect to such information.
10. STUDENT shall make available PHI in accordance with applicable law.
11. STUDENT shall provide individuals who are the subject of PHI received from School their rights as made applicable to students of covered entities.
12. STUDENT shall maintain standard records pursuant to this agreement and to provide such records and other necessary information to the School as may be requested or required in writing and as permitted by law. STUDENT agrees that all records kept in connection with this Agreement are subject to review and audit by the School upon reasonable notice and written request by the School.
13. Make Student's internal practices, books, and records relating to the use and disclosure of PHI received from School available to the Secretary of DHHS for purposes of determining School's compliance with applicable law (in all events,

HIPAA Policy

STUDENT shall immediately notify School upon receipt by STUDENT of any such request and shall provide School copies of any such materials).

14. Upon termination of this Agreement by either party for any reason, STUDENT shall return or destroy all PHI received from School that STUDENT still maintains in any form and all copies thereof, shall retain no copies of such information, and shall remain obligated not to use, disclose, or provide such information to third parties unless and until otherwise required to do so by law.

15. STUDENT shall incorporate any amendments or corrections to PHI when notified pursuant to applicable law.

16. STUDENT shall maintain comprehensive general liability insurance throughout the term of this Agreement.

a. In the event STUDENT secures claims insurance coverage, it agrees to purchase an unlimited reporting endorsement upon the cancellation or termination of said coverage.

b. STUDENT agrees to provide School a certificate of insurance evidencing such coverage prior to the effective date of this Agreement and any renewals thereof.

c. If STUDENT proposes to voluntarily cancel or not renew any existing coverage, change the carrier thereof, change the terms thereof, or reduce the limits of such coverage, STUDENT shall give written notice thereof to School, specifying the nature and proposed date of such proposed cancellation, nonrenewal, change, or reduction. If such proposed

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cancellation, nonrenewal, change, or reduction is not acceptable to School, within 30 days after receipt of notice thereof from STUDENT, School may notify STUDENT of the termination of this Agreement effective upon the date of such proposed cancellation, non-renewal, change, or reduction.

17. STUDENT agrees to indemnify and hold harmless School, its Board of Directors, officers, agents, employees, and personnel ("Indemnified Party") from and against any and all claims, demands, suits, losses, causes of action, or liability that the Indemnified Party may sustain as a result of the Student's breach of its duties or the indemnifying party's errors or omissions within the terms of this Agreement or vicarious liability of the School for any act or conduct of the STUDENT adjudged to constitute fraud, misrepresentation, or violation of any law, including violation of any statute or regulation applicable to the conduct of the STUDENT provided pursuant to this Agreement. This indemnification shall include reasonable expenses, including attorney's fees incurred by defending such claims and damages incurred by reason of the indemnifying party's failure to comply with applicable laws, ordinances, and regulations or for damages caused by the indemnifying party.

18. Without limiting the rights and remedies of School elsewhere set forth in this Agreement or available under applicable law, School may terminate this Agreement without penalty or recourse to School if School determines that STUDENT has violated a material term of the provisions of this Agreement.



HIPAA Policy

19. STUDENT agrees that this Agreement may be amended from time to time by School if and to the extent required by the provisions of 42 U.S.C. 1171 *et seq.* enacted by the HIPAA and regulations promulgated there under in order to assure that this Agreement is consistent therewith.

STATISFACTORY Progress

OBJECTIVE

Arete Sleep Health promotes and supports effective communication between itself and its students of the A-Step Program. This policy will effectively outline the formal process of the A-Step outcomes measure policy for both the student's assessment of the program and the employer assessment of the student's proficiency.

POLICY

1. The A-Step Program is guided by both the AASM standards as well as the class syllabus. All instruction will take place in either a class-room setting or at the actual sleep acquisition stations. The A-Step guided training program will require 80 hours of study by the student.
2. The program instructor will teach and monitor the class at all times. Along with the training portion, there will be regular assessments that the student will be required to meet.
3. You must possess a valid high-school diploma to be considered a candidate for the A-Step Program with Arête Sleep Health.
4. You must be available for classroom training for a period of 8.5 hours each day of the program.

PROCEDURE

1. Each day of the program is made up of modules. Each module has reading material that is required to be completed. This reading material will be given to the student at the end of each class period for the following day, except in the case of day number one.
2. Each module is made up of a combination of Didactic and Practical training.
3. There will be a mid-term exam given at the end of day four which will cover modules 1 – 9. The allotted time for the mid-term is two hours and the exam is a closed book exam. The mid-term exam will allow for the instructor to follow up on any inconsistencies the student may have in their training.
4. A final exam will follow at the end of day eight which will cover modules 10 – 20. The allotted time for the final exam is two hours and the exam is a closed book exam.

STATISFACTORY Progress

5. You must pass the final exam with a score of $\geq 90\%$ in order to pass the course and also to be considered for employment with Arété Sleep Health.
6. Upon completion of the program, the student will receive a certificate indicating that they have completed an 80 hour A-Step program through an accredited facility.

ASSESSMENT

1. Both the student and the course instructor will be required to fill out an assessment form which pertains to the completed course.

STUDENT

1. The student will be required to fill out an assessment form that will pertain to the student's personal assessment of the course materials and the training following the course in an actual work setting. The assessment will cover how well the course prepared the student for employment in the sleep industry as a Sleep Technician.

Refer to Student Assessment

INSTRUCTOR

1. After a student's completion of the introductory course, the student's employer will be required to fill out an assessment form that will assess the employer's satisfaction with the trainee education and how well the course prepared the student for employment in the sleep industry as a Sleep Technician.

Refer to Instructor Assessment

STUDENT ASSESSMENT

Review Information

Student Name:

Instructor Name:

Date:

Review Period: _____ to _____

Guidelines

Complete this review, using the following scale:

- NA = Not Applicable**
- 1 = Needs Work (Unsatisfactory)**
- 2 = Gets By (Marginal)**
- 3 = Meets Requirements**
- 4 = Exceeds Requirements**
- 5 = Exceptional**

Classroom

	(5) = Exceptional	(4) = Exceeds Requirements	(3) = Meets Requirements	(2) = Gets By	(1) = Needs Work
Was information presented in clear format?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the class clearly structured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the instructor knowledgeable on subject matter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was class material appropriate to subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you given the proper tools to succeed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the instructor professional?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the instructor available for questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subject Matter

	(5) = Exceptional	(4) = Exceeds Requirements	(3) = Meets Requirements	(2) = Gets By	(1) = Needs Work
Do you feel you were given enough instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel you were given enough time to absorb the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel your "hands-on" time was sufficient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel ready to run patient studies on your own, with help?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the equipment clearly described?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel the expectations were appropriate, given the amount of material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend this class to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

INSTRUCTOR ASSESSMENT

Review Information

Instructor Name: _____ Student Name _____
 Date: _____ Review Period: _____ to _____

Guidelines

Complete this review, using the following scale:

- NA = Not Applicable**
- 1 = Needs Work (Unsatisfactory)**
- 2 = Gets By (Marginal)**
- 3 = Meets Requirements**
- 4 = Exceeds Requirements**
- 5 = Exceptional**

Employee Assessment

	(5) = Exceptional	(4) = Exceeds Requirements	(3) = Meets Requirements	(2) = Gets By	(1) = Needs Work
How well does the employee perform the job of Sleep Technician?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee understand the principles of sleep?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee display the appropriate behavior towards patients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee understand the acquisition system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the employee ready for the work-force at completion of A-Step training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the employee reliable and committed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can the employee safely test patients on 1:1 ratio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee understand the employment policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee know where to find the Policy and Procedures for operation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee understand the HIPAA policy and also realize it's importance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee dress appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee manage their time wisely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee have leadership strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend this employee for hire in the sleep industry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

ATTENDANCE Policy

Students are required to attend the entire course and complete all practical and didactic modules and competency assessments with a passing exam score of $\geq 90\%$ in order to receive their certificate of completion.

In the instance, the student misses less than 4 hours of instruction; the student may work with the Program Director to make up the missed instruction and competency assessments. If the student misses more than 4 hours of instruction, regardless of the reason at any given point during the course, they will be expelled from the course and all monies refunded per the refund policy. The student may re-elect to retake the course and will be subject to all enrollment fees and dues.

Tardies are unprofessional and a disruption to the class. A tardy is defined as not being in the class and ready for instruction no more than 10 minutes from the beginning of instruction or return from breaks and lunches. The student will be given 1 "free" tardy which will not result in disciplinary action.

In the instance, the student has 2 or more tardies during the course, regardless of the reason, the student will be expelled from the course and all monies refunded per the refund policy. The student may re-elect to retake the course and will be subject to all enrollment fees and dues.

STUDENT CONDUCT Policy

The Student Conduct Policy sets behavioral standards for students enrolled and participating in the Arête Sleep Health – A Step Program and defines the relationship between the school and its students. It affirms values essential to promoting individual intellectual and personal development and for creating an effective learning community. Arête Sleep Health expects students to conduct themselves in a responsible manner that is respectful of the rights, well-being and property of all students and facility.

Students are expected to:

- Treat students, faculty and staff of the college with civility and respect,
- Represent themselves and any documentation that they may present to the college in an honest manner,
- Respect college property and the activities conducted at college facilities or college-sponsored events,
- Arête Sleep Health students should expect the same degree of civility and respect from other students, faculty and staff.

The following behaviors by a student, or any guest of a student, whether acting alone or with any other persons, violate the policy on student conduct:

- Conduct that threatens or endangers the mental health, physical health or safety of any person or persons, or causes actual harm, including:
- Physical harm or threat of physical harm such as physical abuse, sexual assault or coercion, harassment and intimidation, whether physical, verbal (oral or written) or nonverbal.
- Dishonest conduct not covered by the Empire State College Academic Honesty Policy and Procedures, including forgery, alteration, fabrication or misuse of identification cards, records, grades, diplomas, college documents, or misrepresentation of any kind to a college office or official.
- Disorderly conduct that interferes with the rights of others.
- Intentional or reckless disruption or interference with the activities of the college or its members.
- Theft of personal or college property or services, or illegal possession or use of stolen property.

STUDENT CONDUCT Policy

- Vandalism or intentional or reckless damage to personal or college property.
- Unauthorized entry, use, or occupation of college facilities or the unauthorized use or possession of college equipment.
- Illegal purchase, use, possession or distribution of alcohol, drugs, or other controlled substances.
- Failure/refusal to comply with a reasonable request from a college official acting within the scope of his/her duties.
- Unauthorized possession or use of firearms, explosive devices, fireworks, dangerous or illegal weapons, or hazardous materials.
- Interference with or misuse of fire alarms, elevators, or other safety and security equipment or programs, including but not limited to initiating, or causing to be initiated, any false report, warning or threat of fire, explosion or other emergency.*
- Violation of a condition or sanction imposed (or agreed upon) due to a violation of the policy on student conduct.
- Violation of any federal, state or local law that poses a threat to the health

The Human Resources office is responsible for administering formal student conduct procedures.

Areté Sleep Health uses the procedures that follow only if there is a formal allegation of a breach of student conduct as defined in this policy.

The college's standard for finding a student responsible for a violation of the policy on student conduct is that there is a preponderance of evidence supporting the complaint.

In the instance the student there is a preponderance of evidence supporting the complaint the student will be immediately expelled indefinitely and will not be allowed to enroll back into the program.

STUDENT Grievance Policy

OBJECTIVE

Arete Sleep Health promotes and supports effective communication between itself and its students of the A-Step Program. This policy will effectively outline the formal process of the A-Step grievance procedure for the student's to address issues to the programs staff without fear of reprisal.

TIMEFRAME

- A. Each problem should be initiated, heard, and resolved within a reasonable period of time according to the nature of severity of the problem and the availability of essential personnel.
- B. Most complaints or problems should be settled within 30 working days after initiation. In all matters, the decision of the Board shall be final.

PROCEDURE

- A. Upon a problem or complaint, the student should promptly contact the instructor, with their verbal complaint.
- B. If the problem can be resolved quickly, the instructor shall resolve and document the complaint and resolution in the student's file. The documentation will be signed and dated by the instructor and the student and shall remain in the student's file.
- C. If the problem cannot be resolved by the instructor, the instructor shall promptly contact the Program Director in writing clearly describing the complaint and how the issue has been addressed thus far. The complaint should be signed and dated by the student.
- D. The Program Director will attempt to resolve the issue after discussing the issue with both the student and the instructor. The Program Director will document and attach all efforts made to resolve the issue between the student and the instructor.

STUDENT Grievance Policy

- E. If the Program Director is unable to resolve the issue, then the instructor, the Program Director and the Clinical Director (hereby known as the “Board”) will hold a grievance meeting to discuss the issue and agree upon a resolution. The resolution decided upon by the Board shall be final.

- F. The Program Director will document and attach to the grievance file the final resolution and it will be communicated to the student in person and in writing.

PLACEMENT Assistance

Arete Sleep Health is committed in helping the students find employment following successful completion of the course.

Upon the student's successful completion of the course, the students are encouraged to apply for employment with Arete Sleep Health. While Arete Sleep Health is unable to guarantee employment, those individuals who apply who possess the A-STEP certification will be considered first over those individuals who apply with no training or experience.

Arete Sleep Health also works closely with other sleep organizations and will provide the student's contact information upon consent to these organizations in order to be considered for employment.

Arete Sleep Health cannot guarantee placement of employment following the completion of the course.