



**Baylor Scott & White**

**H E A L T H**

**MEDICAL LABORATORY SCIENCE**

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Student Handbook August 2024-2025

**Baylor Scott & White Medical Center-Temple  
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*Revised April 2024*

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## PROGRAM STAFF

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*The Baylor Scott & White Medical Center-Temple Program in Medical Laboratory Science (MLS) is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).*

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For more information on NAACLS, contact:  
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5600 N. River Road  
Suite 720  
Rosemont, IL 60018-5119  
Phone: 773.714.8880  
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## INTRODUCTION AND PROGRAM MISSION

Founded as a Christian ministry of healing, Baylor Scott & White Health (BSWH) promotes the well-being of all individuals, families, and communities. Its ambition is to be the trusted leader, educator, and innovator in value-based care delivery, customer experience, and affordability. Consistent with the mission and ambition of the institution, the mission of the Baylor Scott & White Medical Center-Temple (BSWMC-Temple) Program in Medical Laboratory Science (MLS) is to provide a high quality, comprehensive education to prepare skilled, competent laboratory scientists, meeting the needs of the institution and the profession.

## PROGRAM GOALS

The goals of the BSWMC-Temple Program in Medical Laboratory Science are to:

1. Assure students achieve the career entry competencies set by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
2. Provide a quality clinical and academic education as assessed by results of NAACLS' required outcome measures, graduate retention within the system, and student, graduate, employer, and faculty evaluations.
3. Prepare students to be leaders in the profession or their chosen field.
4. Fulfill the needs of the institution and community for competent, skilled, medical laboratory scientists.

## OUTCOME MEASURES

<b>Outcome Measures</b>	<b>Target Benchmark</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>3-year cumulative average</b>
Certification Pass Rate within 1 year of graduation	≥75.0%*	100%	100%	100%	<b>100%</b>
Graduation Rate for those beginning Phase II of program	≥70.0%*	100%	100%	100%	<b>100%</b>
Attrition Rate for those beginning Phase II of the program	≤30.0%*	0%	0%	0%	<b>0%</b>
Placement rate within 1 year of graduation	≥70.0%*	100%	100%	100%	<b>100%</b>
Employment with BSWH within 1 year of graduation	≥65.0%	62.5%	50%	66.7%	<b>61.3%</b>

\*NAACLS required benchmark

## ENTRY LEVEL COMPETENCIES OF THE MEDICAL LABORATORY SCIENTIST

At entry level, the medical laboratory scientist will possess the entry level competencies necessary to perform the full range of clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion medicine, Microbiology, Urine and Body Fluid Analysis, Laboratory Operations, and other emerging diagnostics, and will play a role in the development and evaluation of test systems and interpretive algorithms.

The medical laboratory scientist will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed, or performed.

At entry level, the medical laboratory scientist will have the following basic knowledge and skills in:

- A. Application of safety and governmental regulations and standards as applied to clinical laboratory science;
- B. Principles and practices of professional conduct and the significance of continuing professional development;
- C. Communications sufficient to serve the needs of patients, the public, and members of the health care team;
- D. Principles and practices of administration and supervision as applied to clinical laboratory science;
- E. Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services;
- F. Principles and practices of clinical study design, implementation, and dissemination of results.

Reference: NAACLS Standards for Accredited and Approved Programs 10/2019

## **ESSENTIAL FUNCTIONS**

In addition to fulfilling the academic requirements, students accepted into the program must:

- maneuver sufficiently to collect specimens and perform other laboratory tasks in a timely manner;
- communicate effectively and professionally with peers, staff, faculty, and patients;
- read and comprehend words, numbers, charts, and graphs;
- demonstrate written and oral proficiency in the English language without assistance;
- interpret reactions on slides, plates, and in test tubes visually;
- exhibit the manual dexterity necessary to collect blood samples, process specimens, operate laboratory instruments and computers, and other aspects of laboratory testing that require hand-eye coordination;
- meet the assigned schedule of didactic and clinical instructors, including transportation to clinical sites;
- carry or lift objects weighing up to 15 pounds;
- work efficiently under stress to make sound judgments and complete all responsibilities;
- work in an efficient, responsible, and organized manner;
- demonstrate ethical judgment, integrity, and accountability in the clinical laboratory when dealing with others;
- exercise cooperation, confidentiality, and attentiveness at all times;
- correlate, analyze, integrate, and apply information in laboratory testing and management;
- successfully complete exams and assignments independently, and
- follow verbal and written instructions to correctly perform laboratory procedures.

## **CODE OF ETHICS OF THE AMERICAN SOCIETY FOR CLINICAL LABORATORY SCIENCE**

PREAMBLE: The Code of Ethics of the American Society for Clinical Laboratory Science (ASCLS) sets forth the principals and standards by which medical laboratory professionals and students admitted to professional educational programs practice their profession.

I. DUTY TO THE PATIENT - Medical laboratory professionals' primary duty is to the patient, placing the welfare of the patient above their own needs and desires and ensuring that each patient receives the highest quality of care according to current standards of

practice. High quality laboratory services are safe, effective, efficient, timely, equitable, and patient-centered. Medical laboratory professionals work with all patients and all patient samples without regard to disease state, ethnicity, race, religion, or sexual orientation. Medical laboratory professionals prevent and avoid conflicts of interest that undermine the best interests of patients.

Medical laboratory professionals are accountable for the quality and integrity of the laboratory services they provide. This obligation includes maintaining the highest level of individual competence as patient needs change, yet practicing within the limits of their level of practice. Medical laboratory professionals exercise sound judgment in all aspects of laboratory services they provide. Furthermore, medical laboratory professionals safeguard patients from others' incompetent or illegal practice through identification and appropriate reporting of instances where the integrity and high quality of laboratory services have been breached.

Medical laboratory professionals maintain strict confidentiality of patient information and test results. They safeguard the dignity and privacy of patients and provide accurate information to patients and other health care professionals. Medical laboratory professionals respect patients' rights to make decisions regarding their own medical care.

II. DUTY TO COLLEAGUES AND THE PROFESSION - Medical laboratory professionals uphold the dignity and respect of the profession and maintain a reputation of honesty, integrity, competence, and reliability. Medical laboratory professionals contribute to the advancement of the profession by improving and disseminating the body of knowledge, adopting scientific advances that benefit the patient, maintaining high standards of practice and education, and seeking fair socioeconomic working conditions for members of the profession.

Medical laboratory professionals accept the responsibility to establish the qualifications for entry to the profession, to implement those qualifications through participation in licensing and certification programs, to uphold those qualifications in hiring practices, and to recruit and educate students in accredited programs to achieve those qualifications.

Medical laboratory professionals establish cooperative, honest, and respectful working relationships within the clinical laboratory and with all members of the healthcare team with the primary objective of ensuring a high standard of care for the patients they serve.

III. DUTY TO SOCIETY - As practitioners of an autonomous profession, medical laboratory professionals have the responsibility to contribute from their sphere of professional competence to the general well-being of society. Medical laboratory professionals serve as patient advocates. They apply their expertise to improve patient healthcare outcomes by eliminating barriers to access to laboratory services and promoting equitable distribution of healthcare resources.

Medical laboratory professionals comply with relevant laws and regulations pertaining to the practice of medical laboratory science and actively seek to change those laws and regulations that do not meet the high standards of care and practice.



IV. PLEDGE TO THE PROFESSION – As a medical laboratory professional, I pledge to uphold my duty to patients, the profession, and society by:

- placing patients’ welfare above my own needs and desires;
- ensuring that each patient receives care that is safe, effective, efficient, timely, equitable, and patient-centered;
- maintaining the dignity and respect for my profession;
- promoting the advancement of my profession;
- ensuring collegial relationships within the clinical laboratory and with other patient care providers;
- improving access to laboratory services;
- promoting equitable distribution of healthcare resources;
- complying with laws and regulations and protecting patients from others’ incompetent or illegal practice;
- changing conditions where necessary to advance the best interests of patients.

### *Ethical Guidelines*

The program expects students to maintain standards of personal discipline in accordance with the educational goals and purpose of BSWH. The Program in Medical Laboratory Science is committed to the full support of the constitutional rights of its students, including due process; it also has an equal obligation to protect its educational purpose, the patients, and the overall interest of the student body. The program must, therefore, be concerned with actions of individuals or groups that are in conflict with the welfare and integrity of the institution, or in disregard of the rights of other students, faculty, staff, or patients.

The American Society for Clinical Pathology (ASCP) has developed guidelines for the ethical behavior of its certificants. Students in the program are also expected to follow these guidelines. Students will:

- treat patients with respect, care, and thoughtfulness;
- develop cooperative and respectful relationships with colleagues to ensure a high standard of patient care;
- perform duties in an accurate, precise, timely, and responsible manner;
- safeguard patient information and test results as confidential, except as required by law;
- advocate the delivery of quality laboratory services in a cost-effective manner;
- strive to maintain a reputation of honesty, integrity, and reliability;
- comply with laws and regulations and strive to disclose illegal or improper behavior to the appropriate authorities;
- continue to study, apply, and advance medical laboratory knowledge and skills and share such with other members of the health care community and the public;
- render quality services and care regardless of patients’ age, gender, race, religion, national origin, disability, marital status, sexual orientation, political, social, or economic status.

Reference: ASCP Ethics Committee

## PROGRAM FACULTY

The program staff is available during regular working hours to discuss student-related problems, concerns, and questions. It is best to schedule an appointment if the meeting is going to be lengthy. Many qualified faculty provide supervision and instruction to students in both didactic and clinical settings. The faculty consists of pathologists, doctorate level staff, managers, supervisors, technologists, technicians, and phlebotomists. Each rotation has a designated student coordinator who is responsible for instruction in that specific area. A list of program faculty/student coordinators with contact information is provided to students. The faculty to student ratio for didactic and student lab instruction is typically 1:10, occasionally 1:5. The faculty to student ratio in clinical rotations is typically 1:1 or 1:2.

## GENERAL INFORMATION

### *General Policies*

General policies related to students in the Program in Medical Laboratory Science are consistent with those policies for other health professions students at BSWH and can be found on the Allied Health orientation website. Students read this as part of the online orientation. Students will also observe the policies and procedures established at the clinical affiliate sites (VA Temple and Quest Lewisville/Medfusion).

Each student is required to read the entire Student Handbook (this document), sign the last page, and return it to the program staff no later than one week after beginning classes.

### *Substance Abuse and Nicotine Policies*

Students are required to adhere to the BSWH Substance Abuse Policy. Students must read and sign this policy and return it to the program office by the end of the first week of classes. A student may be tested “for cause” or at random at BSWH. Any student who is found to have violated this policy is subject to immediate dismissal.

BSWH is a nicotine-free institution. Student drug screens will include a nicotine test to detect presence of nicotine use. Any individual who uses nicotine products or nicotine replacement products including, but not limited to, cigarettes, cigars, pipes, chewing tobacco, e-cigarettes, nicotine patches/gum will be denied enrollment if found positive. Students must remain nicotine-free throughout the program and any future employment within the system.

### *Immunizations*

All students are required to submit documented proof of current immunizations, including, rubella, mumps, hepatitis B, measles, varicella, tetanus, flu, and TB screens. Proof of immunizations must be received by Employee Health at the time of their drug screen.

**Students will not be allowed to continue in the program if documentation is not received by**

**the scheduled time.** Any days missed as a result of not providing the above mentioned documentation will be treated as unexcused absences. Immunizations are required to safeguard both students and patients.

Flu vaccinations are required of all students and provided by BSWH in October. If a student requests and is granted a medical or religious exemption, he/she must wear a mask during flu season if within 6 feet of patients.

### *VA Federal Background Checks*

The VA hospital requests authorization to obtain a report of your criminal history. The facility will ask you to sign a consent form to conduct the criminal check and fingerprint check prior to your first rotation. The VA reserves the right to deny the student the privilege of participating in the clinical rotation if the criminal background check reveals anything of concern. In the event a criminal background check is unsatisfactory, the legal department will review student status in the program, which may lead to dismissal.

### *Nondiscrimination, Disability, and Sexual Harassment Policies*

The Program in Medical Laboratory Science's policies on non-discrimination, disability, and sexual harassment are consistent with those for employees of BSWH. In part, this policy states, "Baylor Scott & White Health complies with applicable civil rights laws and does not discriminate, exclude, or otherwise treat individuals differently on the basis of race, ethnicity, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, genetic information, veteran status, or any other protected characteristic under applicable law."

### *Confidentiality of Information*

All patient and institutional information is held in the strictest confidence at all times. The discussion of any patient information outside of the "classroom" setting is not permissible. Confidential information concerning the institution is not to be discussed with any unauthorized individual. Do not include any patient information or post photos taken on BSWH premises on any social networking site. **Any student who does not observe this policy is subject to immediate dismissal.**

### *HIPAA - Health Information Portability & Accountability Act*

Students will be given pertinent information on HIPAA along with discussion of professionalism and confidentiality during MLS 4100, Introduction to Medical Laboratory Science. One reason for dismissal from the program is a breach of confidentiality.

De-identification of samples: all samples and laboratory data must be de-identified before being used by students in the student laboratory or during didactic instruction. This includes redacting names on laboratory reports for clinical case presentations and using fictitious names or numbers on samples.

## Student Files and Records

A student's file is open for review by the student at their request during regular working hours. Files are not to be altered or removed from the program office. Student information will not be released to outside parties unless written authorization is received from the student. **Only pass/fail BOC results will be released.**

## Personal Appearance and Dress Code

Professional, appropriate appearance is required of all BSWH students and employees. Although the program's clinical sites may vary with regard to dress code, students in the program are expected to adhere to the following guidelines of personal appearance and professional dress.

- **Institutional Requirements**
  - Maintain good personal hygiene.
  - Ensure that clothing and shoes are clean and appropriate for the work assignment.
  - Wearing artificial nails is prohibited when involved in patient care or when having direct contact with patients.
- **Program Requirements**
  - Name badges will be worn above the waist, clearly visible while in attendance. Student name badges will be provided by BSWH the first day of class. Lost badges will need to be replaced at a charge; students must contact Security for replacement.
  - Closed-toe shoes must be worn in the laboratory; croc-style shoes with holes or slits on dorsal surface (including sides) are not permitted.
  - Scrubs may be worn at any time (maroon, burgundy, or wine). Other colors are permitted as part of the scrub outfit if at least 70% of the outfit is maroon/burgundy/wine.
  - Makeup, perfume/cologne, and jewelry should be moderate, during pediatric patient-facing interactions no jewelry is allowed from the elbows down.
  - Hair should be a natural color (*i.e.*, not green, purple, pink, etc.).
  - Neatly trimmed facial hair is permitted and may not interfere with respirator fit testing.
  - These clothing items do not present a professional appearance, therefore, should not be worn to class:
    - Sweat suits (pants or shirts), jogging suits, or any hooded attire
    - T-shirts, tank tops, shorts
    - Skirts, skorts, or dresses more than 3 inches above the knee.
    - Camouflaged material or clothing with logos.
    - Clothing with holes, rips, tears, or shear fabric.
    - Clothing that is too tight/big, distracting, or inappropriately revealing.
  - No visible body piercings except ears; ear piercing will not be excessive.
  - No inappropriate visible tattoos.
  - No gum chewing.
  - Wearing artificial nails or nail products, including any product applied to nails other than regular nail polish, is prohibited for any healthcare personnel who provide direct patient care, or who handle products used for direct patient care.
    - Nail jewelry or enhancements are also prohibited in the individuals outlined above.

- Natural nails are kept neatly trimmed, no greater than ¼ inch over the fingertip.
- Nail polish, if worn, is free of chips and in good overall condition.
- No weapons or knives will be carried into any BSWH facility.

Students who do not comply with a professional dress code as determined by the program staff or faculty will be asked to leave, return dressed appropriately, and documented on a counseling form for potential disciplinary action. Disciplinary action may result for repeat personal appearance and dress violations.

### *Academic Integrity Policy*

Students are expected to do their own work on all graded material submitted for all course requirements. Since dishonesty harms the individual, fellow students, and the integrity of the program, academic honesty will be strictly enforced (see Signature Page).

### *Cheating/Plagiarism*

If an instructor suspects a student of cheating, the student will be questioned, discussion will be documented on a counseling form, and the student moved to an isolated area for completion of exam and any future exams. If there is no doubt cheating took place, the incident will be documented on a counseling form and the student dismissed.

If a student reports observing another student cheating, the incident will be documented with a written statement; documentation and identity of observing student is kept private. The quiz/exam of the accused student will be reviewed and the student will be counseled. For any further quizzes/exams, the student will be moved to a more isolated area.

If a student is observed copying homework, he/she will be given a 0 for the assignment. The incident will be documented on a counseling form as a written affective infraction. If another student knowingly provided an assignment to be copied, he/she will also receive a 0 for the assignment. Plagiarism is defined as using another's writing or ideas as your own. More information will be given on plagiarism as it applies to scientific writing in Phase II.

### *Expected Student Behaviors (Affective Objectives) for Phases I and II*

Students will demonstrate development of behaviors and attitudes consistent with those of the profession. During this program, students should be mindful of these actions and should exhibit behavior which shows that they:

- adhere to confidentiality policies;
- demonstrate professional and ethical behavior;
- remain alert and attentive during instruction;
- strive toward organization and maintenance of an orderly work area;
- coordinate work with consideration of priority of tasks;
- work at classroom and laboratory assignments until satisfactorily completed;
- recognize limitations and seek advice when needed;
- strive for accuracy despite pressure of time and/or volume;

- complete procedures within a reasonable amount of time;
- anticipate future problems and plan accordingly;
- appropriately conserve materials and reagents;
- be polite, cooperative, and courteous to peers, instructors, patients, physicians, and others;
- accept instruction and constructive criticism maturely;
- attend class and/or clinical rotation hours as scheduled, arriving on time and not leaving early; personal time off requires timely prior arrangement with the clinical instructor and program staff;
- inform department when leaving assigned area - (*i.e.*, break and lunch);
- assume primary responsibility for own education, actively seeking additional pertinent information;
- adhere to safety policies;
- report safety hazards to instructor immediately;
- ask questions that are pertinent and discerning;
- comply with program and laboratory rules concerning personal appearance, appropriate PPE, and dress code;
- turn in all assignments on time, and
- comply with ALL policies as stated in the Student Handbook.

Students will receive a formal affective evaluation at the end of Phase I (see Appendix A) and after each Phase II clinical rotation (see Appendix B). Students failing to comply with the above mentioned objectives will receive a verbal warning. Continued non-compliance with any of the objectives will result in a written warning. Any non-compliance after the written warning will result in dismissal.

### *Affective Behavior Objectives Disciplinary Action*

A student will be counseled for violation of any BSWH laboratory, affiliate, and/or program policy or for unprofessional conduct that does not warrant immediate dismissal (see next section). If a student is found to be in violation of any of the following:

- lack of cooperation or initiative;
- excessive or unexcused tardiness or absences;
- failure to adhere to a professional appearance;
- disruptive attitude; or
- unsatisfactory affective behavioral objectives evaluation (<75% on any single behavior),

he/she will receive a documented verbal warning for the first violation. Upon the second offense, a written warning (Counseling Form) will be completed and signed by the program staff and student. Any additional violation(s) on an Affective Behavior Evaluation form will be evaluated by the Faculty Committee for dismissal. If the student is dismissed, he/she will not be allowed to re-enter the program.

***All disciplinary actions (affective, academic, attendance) will be documented using a Counseling Form (see Appendix C). A copy will be placed in the student's file. The student is required to sign the Counseling Form to acknowledge having discussed the matter with the program staff and given an opportunity to write comments on the form.***

### *Professional Misconduct Resulting in Immediate Dismissal*

The following will result in immediate dismissal from the Program in Medical Laboratory Science:

- cheating on any exam;
- plagiarism;
- falsification of any records, laboratory results, or any written or verbal information;
- falsification or misrepresentation of information provided on application for admission;
- drinking alcohol or being intoxicated on premises;
- unlawful use of drugs or substances;
- theft;
- willful damage of hospital property;
- conviction of a felony;
- divulging confidential information;
- sexual harassment or assault; or
- willfully endangering a patient's life.

Once dismissed from the program, a student will not attend any classes or clinical rotations. ***If a student is dismissed for any of the above mentioned reasons, they will not be allowed to re-enter the program.***

***Program/hospital personnel may relieve a student of his/her assignment if the student is observed performing any act which compromises patient care.***

### *Fees*

A non-refundable \$600 Administrative Fee is charged upon acceptance. Fees (\$240) are charged by the certification agency for their examination. More information regarding the examination, process, dates, and fees will be given during Phase II.

Students receiving VA benefits must pay the administrative fee, BSWH does not prohibit attendance or impose penalties while waiting on VA payments.

### *Scholarships*

The Mary L. Ladd Memorial Scholarship was instituted in honor of the former Medical Director, Dr. Daniel J Ladd's mother. The scholarship is awarded yearly in the amount of \$500 each May to a student in the Temple cohort of the BSW MLS Program. The winner is selected by a BSW panel evaluation of four educational attributes in honor of Mary L. Ladd, who dedicated her life to teaching. The scored attributes include:

- Resilience – student's ability to recognize errors/inconsistencies as opportunities for growth and inspires optimism among classmates.
- Initiative – student's ability to drive curiosity and the desire to learn more, which can inspire deeper knowledge among classmates.
- Compassion – student's ability to understand classmate's emotional, social, & academic needs and acts to facilitate a positive learning environment.
- Adaptability – student's ability to adjust teaching and learning strategies to meet the needs of the educational environment.

ASCP awards fifty \$1,000 scholarships per year to senior medical laboratory science students. Applications are due by September 30 and may be obtained from the program staff.

### *Student Status and Publications*

The student shall not be considered an employee of BSWH or any program affiliate for purposes of compensation or benefits. The student must obtain prior written permission from BSWH before publishing any material relating to the clinical experience.

### *Library Facilities*

BSWH offers access to medical library facilities. Students have access to the internet and journal databases through the Richard D. Haines Medical Library. The hours of the Temple library are Monday–Friday, 8:00 AM–5:00 PM. Phone numbers: Circulation/Interlibrary loan, (254)724-2228 and Reference/Computer searches, (254)724-6271 or (254)724-2374.

### *Student Laboratory*

Student laboratories are designed to provide the student with basic skills and knowledge necessary for each discipline. Basic skills are necessary and must be mastered before entering the clinical laboratory rotations. A *Laboratory Safety Manual* is available to students in all clinical sites and the student laboratory.

### *Cellular Phones*

Student use of cellular phones during student laboratories and clinical rotations is **prohibited**. All phones must be on silent and stored in the lecture area during student laboratories and stored in a bag or backpack at clinical sites. Recording of lectures is prohibited.

### *Computer Use in the Clinical Laboratories*

During clinical rotations, students are **NOT** to use the laboratories' computers to access the internet for personal use. Laboratory computers are **ONLY** to be used for patient care or educational rotation purposes.

### *Malpractice Liability Insurance*

BSWH provides professional malpractice liability coverage with no cost to students.

### *Health and Accident Coverage*

Emergency care for work-related illness or injury during scheduled training assignments only is provided through the Employee Health Department or the Emergency Department at each clinical site. Other than the preceding conditions, the clinical site does not provide



for health and accident coverage. **It is strongly recommended that each student have their own health and accident insurance.** Personal medical insurance is available through the Baylor Scott & White Health Plan (254)298-3000.

### *Bloodborne Pathogen Safety Policy*

In the event of a bloodborne pathogen exposure, the exposed student will follow the procedure outlined in the institution's safety policy. Where the word "employee" is used, substitute "student", and where the word "supervisor" is used, substitute "Education Coordinator" or "student coordinator". The student, or someone on their behalf, will call 877-279-7845 as soon as the exposure occurs. The STIK line will assist with all necessary steps after an exposure.

In addition to the Bloodborne Pathogen Safety Policy requirements, the exposed student should contact the program office to report the incident. If a student is exposed, he/she must report the incident to the student coordinator or Education Coordinator as soon as possible. Copies of the Bloodborne Pathogen Exposure Form will be maintained in the student's file.

### *Student Assistance*

Confidential counseling assistance is available to students experiencing any personal problems. Students enrolled in the program may receive counseling through the BSWH Employee Assistance Program (EAP). The program staff will provide more information if requested. Students may contact an EAP counselor at (800)343-3822. Confidentiality is maintained during all counseling sessions. See Appendix D for policy and procedure for Student Conferences/Counseling.

### *Student Counseling*

An oral, confidential counseling session with either the Program Director or Education Coordinator and each individual student is held at the completion of Phase I along with review of their Phase I Affective Behavior Evaluation form. Periodic informal counseling sessions may occur throughout the year. Program staff visit and discuss problems/concerns with students weekly during clinical rotations. See Appendix D for policy and procedure for Student Conferences/Counseling.

### *Solicitation*

No solicitation is allowed while in class or during clinical rotation times.

### *Contact Hours*

There are no part-time options for Phases I or II of the program. **Students should expect to spend 7-8 hours per day, Monday through Friday**, in classroom instruction, student laboratories, or the clinical rotations unless otherwise specified. The student will receive

64.30 semester hours of credit upon successful completion of the program. During Phase I classroom and student laboratory instruction, the hours will be 8:30 AM to 4:30 PM with a 1-hour lunch break and several short breaks as designated by the faculty member.

The student should note that the time for arrival in the clinical rotations may vary from 5:00 AM to 9:30 AM. Reporting and departure times depend on the individual department.

**Students may leave only with the permission of the instructor.** The Phase II clinical rotation schedule will be distributed at the pre-rotation meeting in December. All schedules are subject to change at the discretion of the program staff. See Appendix E for policy and procedure for Schedules.

## Attendance

**Attendance in the program is required.** Students will record arrival and departure times daily on a time attendance sheet.

### Time off

Students will have a total of four (4) days of time off per year. Failure to report more than the allotted four days may result in dismissal from the program. Absences due to bereavement follow the BSWH policy.

### Reporting Your Absence

Personally contact your educator and/or clinical site point of contact as soon as possible. No one else (e.g., a family member or roommate) may report an absence, late arrival, or a need to leave early unless there are extenuating circumstances.

If an absence occurs on the day of a quiz or exam, the student must take the test the next class day of attendance. Students are responsible for making up all missed course work (lectures, student laboratories, or clinical rotations) as a result of an absence. However, making up missed course work does not eliminate any absences. If a student requests time off, they will be required to complete the BSWMC-Temple MLS Absence/Tardy Documentation form (see Appendix F) two weeks prior to absence.

**If a student cannot attend class or a clinical rotation due to circumstances beyond his/her control, the program staff and contact person (if in clinical rotations) must be informed.**

**Tardiness (arrival 5 or more minute(s) after the scheduled time) is not permissible.** If a student expects to be late, he/she must contact the program staff and contact person if in a clinical rotation. All tardies must be documented (see Appendix F).

## Holidays

Each student will receive the following holidays during the 2024 class year:

- Labor Day, September 2, 2024
- Thanksgiving break, November 27-29, 2024
- Christmas/New Year's holiday December 17, 2024- Jan 3, 2025
- Spring Break, April 21-25, 2025

- Memorial Day, May 26, 2025
- Independence Day, July 4, 2025

Any holiday travel should be arranged only on the above dates. A calendar for the current class year may be found in Appendix G. This calendar outlines important deadlines, special events, and holidays for the current year.

### *Excused Absences for Holy Days*

Absence from any class/rotation due to a religious holy day is permissible only if the student provides written notification and documentation to the program staff **at least 2 weeks before the date**. Due dates will not change as a result of the absence.

### *Leave of Absence (>5 Days)*

A student must submit a written request for leave of absence if more than 5 continuous days will be missed. Approval and scheduling accommodations will be at the discretion of the Program Director, Administrative Council, and/or Faculty Committee. Graduation may be delayed due to a leave of absence. All make-up work must be completed within 12 months of returning from a leave of absence.

### *Clinical Project/Spring Break Week*

Students will be given a week in April to be used for work on clinical projects and/or as a Spring Break. The decision on how best to use this week will be left to the individual student. Program staff and faculty will be available during this time.

### *Withdrawal From the Program*

A student may withdraw from the program at any time. If a student withdraws, no certificate of completion will be awarded. Students may receive a transcript indicating completed courses up to the time of withdrawal. If a student voluntarily withdraws or is dismissed from the program, all textbooks must be returned. Students who withdraw any time prior to the completion of Phase I and wish to re-enter at a later date will need to re-apply for admission to a future class. Those who withdraw after completion of Phase I may be allowed to re-enter at the discretion of the Faculty Committee and convenience of the clinical sites. A student who is dismissed may not re-enter the program at any time.

### *Paid Employment and Educational Hours*

Students may choose to find paid employment outside of regular academic hours; employment may be within an affiliated facility. It is not required and students are discouraged from working during Phase I; however, this cannot be prevented by the program staff. It is strongly recommended that a student not work more than 30 hours a week during the program.

Student positions may become available at BSW or at its clinical sites as PRN, second shift, third shift, or weekends to help facilitate financial stability of students.

- While the MLS Program Director may announce such student openings, all responsibilities such as interviewing, onboarding, job responsibilities, counseling, training, fall outside of the purview of the MLS program.
- **Educational hours and paid employment hours must remain separate.**

**NOTE: During educational hours a student must be directly supervised during their applied learning experiences and may not be substituted for laboratory personnel to perform direct patient and/or reportable work.**

## *Parking*

Parking restrictions and privileges vary with each facility. Parking maps, permits, and other details will be provided by the program staff during the first day of class.

## *Clinical Facilities*

### **Temple Cohort:**

In addition to rotating through the BSWMC-Temple laboratories, BSWMC-Hillcrest (Waco), and BSWMC-Round Rock clinical laboratories, students rotate through selected areas of the Central Texas Veterans Healthcare System hospital laboratories (Temple). Students are expected to observe all policies and procedures of the clinical affiliate.

### **Dallas Cohort:**

Students will be placed at a homebase hospital of one of the following: BSWMC-Grapevine, BSWMC-Irving, Baylor University Medical Center (Dallas), BSWMC-McKinney, BSWMC-Plano, BSWMC-Lake Pointe, or BSWMC-All Saints (Fort Worth) for core laboratory rotations. Specialty rotations will occur at Quest Lewisville/Medfusion.

Students that opt for the Greater Austin Area Homebase Option will spend the majority of clinical rotations in the BSWMC-Round Rock and BSWMC-Lakeway laboratories.

## *Lines of Communication*

### Phase I: Didactic

If a student has concerns/problems within the didactic phase of the program, he/she should first discuss the matter with the Education Coordinator or the Program Director.

### Phase II: Practicum

If the student has concerns/problems within a clinical rotation, he/she should first communicate directly with the contact person/clinical instructor or lab manager. If not satisfied with the response, he/she may consult the Education Coordinator or the Program Director.

The clinical instructor should likewise communicate with the student and then the Education Coordinator or Program Director in reference to concerns and/or problems pertaining to the student.

In both cases, as stated above, the Medical Director should be approached only if the student's actions have compromised the professional standards and/or confidentiality policies of the laboratory/hospital. Also, if a student is not satisfied with a final decision, he/she may submit a grievance, in writing, to the Medical Director. See Appendix H for policy and procedure for Student Complaints, Grievances, & Resolutions.

The student coordinator serves as liaison between the clinical instructor and Education Coordinator or the Program Director.

### *Program Evaluation*

The program staff desires to provide the best educational experience possible. As a result, students are asked to complete anonymous, written evaluation forms at the end of Phase I and again upon graduation. One- and three-year follow-up evaluation forms are also sent to graduates as well as their employers (with permission). Through student suggestions and comments, the program has been able to provide a quality education and maintain a national reputation for excellence.

### *Categorical Training*

- the MLS program may offer training in the chemistry, blood bank, or microbiology portion of the curriculum as a for a student to be eligible for the C(ASCP), BB(ASCP) or M(ASCP) respectively.
- an employee may choose this option if he/she:
  - has a B.S. degree,
  - meets all program prerequisites,

Students enrolled in the MLS program may not change from MLS to categorical training only. Employees enrolled in categorical training are committed to working for BSWMC-Temple for 2 years post-graduation.

### *Audit*

Employees may audit any course in Phase I. Employees who choose the audit option must follow classroom policies for affective behavior. Grading of exams, exercises, etc. is at the discretion of the instructor.

### *Graduation Requirements/Program Completion*

In order to graduate (receive a certificate of completion), a student must successfully complete all course work (objectives) and pass all comprehensive exams. This means

completing all didactic and clinical rotation courses with a minimum of 75% in each course or rotation. This also means that the student must successfully pass the Phases I and II Comprehensive Examinations with at least a 75% and must pass all affective evaluations. See Expected Student Behaviors (Affective Objectives) for Phases I and II.

Upon successful completion of the program, an official transcript and certificate of completion will be provided to each student. For 3+1 students only, transcripts will be forwarded to their university when the student successfully completes all program requirements. Students receive a total of 64.40 semester credit hours for their year of attendance.

Graduation is not contingent on the student passing any external certifying or licensing examination.

Graduation ceremonies are generally held in August and December. Students will receive their certificate of completion during this ceremony.

See Appendix I for policy and procedure for Program Completion.

### *Certification Examination*

The program is twelve months in duration and the curriculum is in accordance with the Essentials and Guidelines of NAACLS. Upon completion of the program and receipt of a bachelor's degree ("3+1") or having earned a bachelor's degree prior to entering the program ("4+1"), graduates are eligible for the American Society for Clinical Pathology (ASCP) BOC as medical laboratory scientists. Exam times are scheduled by the student. More specific information (application deadlines, format, fee, etc.) on this exam will be distributed during the year. Students are responsible for the registration fee (\$250 in 2023).

***It is strongly recommended that students take this examination within one month of graduation from the program. Prior to taking the exam, the Program Director is required to authorize the eligibility of the student for the exam.***

### *Employment After Graduation*

BSWH is not obligated to hire any student nor is the student obligated to BSWH. If positions are available, students may apply. Graduating students from the BSWMC-Temple Program in Medical Laboratory Science who are hired into or promoted to a full-time MLS Certified or Non-certified position are eligible for a \$5,000 sign-on bonus. Below is the process for how the sign-on bonus will be paid out and how the graduates will be hired based on their educational/certification status:

- **Prior to certification but completion of bachelor program** – In this case, candidate will be hired into a MLS 1 position and will receive their first payment (\$2,500) after their first day of employment and the bonus is processed. (They can be promoted to the MLS 2 position upon receipt and proof of certification.) They will then receive the 2nd payment (\$2,500) after 1st year anniversary as long as the individual is still employed by BSWH.

- **After completion of graduation and certification** – In this case, candidate will be hired into a MLS 2 position and receive their first payment (\$2,500) after their first day of employment and the bonus is processed. They will then receive the 2nd payment (\$2,500) after 1st year anniversary as long as the individual is still employed by BSWH.
- We will not differentiate the amount based on the location they are hired into.
- The 2nd part of the sign-on bonus will still be paid even if the employee transfers to another BSWH location as long as he/she maintains employment status.
- All graduate's initial salary offer will be based on salary guidelines, including, but not limited to, education, experience, and internal equity.

As part of the management course, each student is given instruction in job searching and application, preparing a resume, and proper interview etiquette. Upcoming graduation information will be communicated to all laboratory directors in the system to assist with placement.

### *Inactive Status, Closure of the Program, or Loss of Rotation Site*

In the event that program officials or BSWMC-Temple administration decide that the program will go inactive or close, faculty, applicants, current and incoming students, as well as academic and clinical affiliates, will be notified within 7 working days of the decision and effective date. Inactive status or closure will in no way affect students currently enrolled in the program or those already accepted for an upcoming class. Current students will be given adequate time to complete the program curriculum. Inactive status or closure will not affect a current student's eligibility to take the national certifying examination. The procedure for inactive status and closure of the program is detailed in the program's Policy and Procedures Manual.

The program will not accept more students than availability of rotation sites. In the event of unexpected loss of a rotation site, accommodations will be made to guarantee the completion of the student's education.

## **THE CURRICULUM: ORGANIZATION AND STRUCTURE**

The Program in Medical Laboratory Science's curriculum provides twelve months of instruction in the principles, procedures, and correlations of laboratory analyses. It conforms to the standards and competencies published by NAACLS. The curriculum provides the student with the fundamentals to enter the profession as a capable medical laboratory scientist. It also provides the student with specialized skills and advanced knowledge to function in an administrative role or in a number of other career opportunities.

The curriculum is structured into two Phases. Phase I is the didactic portion and includes lectures and student laboratory instruction. This phase gives the student the basic knowledge and skills necessary for the clinical rotation courses. Phase II is the clinical rotation portion of the curriculum and prepares the student for an entry level position as a medical laboratory scientist. The clinical rotation courses are scheduled for 31 weeks, 32 hours/week. Students also receive 8 hours/week of instruction in clinical laboratory

management, education, clinical correlations, and research during Phase II. Credit hours received for the year are 64.40 and contact hours are 1756.5.

**Phase I Curriculum - Didactic (17 Weeks, August - December)**

COURSE (credit hours/contact hours)

- MLS 4100 Introduction to Medical Laboratory Science (3.1/50)
- MLS 4110 Body Fluids (1.8/28)
- MLS 4111 Body Fluids Laboratory (0.3/12)
- MLS 4120 Clinical Hematology/Hemostasis (6.4/102)
- MLS 4121 Clinical Hematology/Hemostasis Laboratory (0.5/22)
- MLS 4130 Clinical Bacteriology (3.9/62)
- MLS 4131 Clinical Microbiology Laboratory (0.6/28)
- MLS 4140 Advanced Diagnostic Microbiology (3.5/56)
- MLS 4150 Clinical Immunology (3.3/52)
- MLS 4151 Clinical Immunology Laboratory (0.2/8)
- MLS 4160 Blood Bank (3.5/56)
- MLS 4161 Blood Bank Laboratory (0.8/38)
- MLS 4170 Clinical Chemistry (5.9/94)

Total Credit Hours Phase I = 33.8/608

**Phase II Curriculum - Clinical Rotations (32 Weeks, January - August)**

COURSE (credit hours/contact hours)

- MLS 4200 General Clinical Laboratory Practicum (4.0/192)
- MLS 4220 Clinical Hematology Practicum (3.3/160)
- MLS 4230 Clinical Microbiology Practicum (4.7/224)
- MLS 4250 Clinical Immunology Practicum (1.3/64)
- MLS 4260 Blood Bank Practicum (2.0/96)
- MLS 4270 Clinical Chemistry Practicum (4.7/224)
- MLS 4280 Management and Education (6.2/99)
- MLS 4290 Research and Clinical Correlations (5.0/79.5)

Total Credit Hours Phase II = 30.5/1106.5

**TOTAL PROGRAM CREDIT HOURS/CONTACT HOURS = 64.30/1714.5**

*Advanced Placement*

Students who are uncertified MLS, certified MLT with 1 year full or part-time experience, or phlebotomist with 1 month full or part-time work experience within the last 3 years may choose to receive advanced placement or course credit.

To be successful, the student must demonstrate achievement of all course objectives by obtaining 75% or better on the following:

- all written examinations and quizzes
- all written assignments
- all practical examinations



Students must request course credit in writing to the Program Director. A sample of the Application for Challenge form can be found in the Appendix of the Student Handbook. Only clinical courses can be challenged.

For clinical advanced placement, course objectives must be met by employee competency assessment to be consistent with the requirements of ASCP categorical objectives.

### Phlebotomy Challenge

Specific requirements for the phlebotomy course, MLS 4200, follow. To challenge MLS 4200, a student must:

1. Complete an Application for Challenge form and submit it to the Program Director before the beginning of Phase II.
2. Provide written documentation of at least 1 month of employment which includes phlebotomy experience. Written documentation is indicated by a current or former employer on the Application for Challenge form and must be sent directly to the Program Director.
3. Successfully pass the written phlebotomy rotation examination with a minimum score  $\geq 75\%$ .

\*Note: Students receiving credit for MLS 4200 are not automatically dismissed from class for the remainder of the rotation course. Students may work on clinical projects, etc.

Grade of Pass given or student needs to complete rotation.

## *Textbooks*

All textbooks are provided by the program for student use upon request. Upon completion of the program, textbooks are returned to the program to be used for the next class. If the student wishes to purchase a specific book, he/she may do so. If the program is going to change books for the next class, the student may keep the current book. If a student withdraws from the program at any time or is dismissed, the books must be returned to the program.

Textbooks used in the program include:

#### **Blood Bank**

Modern Blood Banking and Transfusion Practices, 7th ed., Harmening: F.A. Davis Co., 2019

#### **Body Fluids**

Urinalysis and Body Fluids, 7th ed., Strasinger: F.A. Davis Co., 2020

#### **Introduction/Phlebotomy**

Blood Collection: A Short Course, 3rd ed., DiLorenzo and Strasinger: F.A. Davis Co., 2016

#### **Clinical Chemistry/Instrumentation**

Clinical Chemistry Principles, Techniques, and Correlations, 8th ed., Bishop, Fody, and Schoeff: Wolters Kluwer Co., 2017

**Clinical Immunology**

Clinical Immunology and Serology, 5<sup>th</sup> ed. Miller and Stevens: F. A. Davis, 2020

**Clinical Microbiology**

Textbook of Diagnostic Microbiology, 6th ed., Mahon & Lehman: Elsevier Saunders Co., 2019

**Hematology/Hemostasis**

Rodak's Hematology Clinical Principles and Applications, 6th ed., McKenzie and Williams: Pearson Co., 2018

Clinical Hematology Atlas, 5<sup>th</sup> ed., Carr & Rodak: Elsevier Publishing,

*Course Descriptions\**

**MLS 4100, Introduction to Medical Laboratory Science** is an introductory course which includes an orientation to the program and the clinical rotations. Topics include: review of basic laboratory principles and techniques, professional issues and professionalism, laboratory safety, infection control, laboratory mathematics, medical terminology, regulatory agencies, and quality assurance/quality control. As an introduction to the clinical laboratory, students are required to complete "half-day" rotations in various departments. This course also includes safety regulation, procedures, techniques, and practical experience involved with venipuncture and micro-collection techniques. (3.1 credit hours)

**MLS 4110, Body Fluids** is an introductory course which focuses on basic anatomy and physiology, principles of various laboratory tests, and clinical correlations involved with the analysis of cerebrospinal, serous, seminal, amniotic, and synovial fluids, and urine. (1.8 credit hours)

**MLS 4111, Body Fluids Laboratory** is an introductory laboratory course which emphasizes the analysis of urine and other body fluids. Laboratory exercises primarily include microscopic and chemical examination of urine, cell counts of body fluids with differential, and correlation of results with normal and abnormal physiology and laboratory results. (0.3 credit hours)

**MLS 4120, Clinical Hematology/Hemostasis** is an introductory course which examines the formed elements of blood, to include WBCs, RBCs, and platelets. Hemostasis includes the study of problems associated with bleeding and clotting. Discussion includes clinical correlation with disease states in both hematology and hemostasis. (6.4 credit hours)

**MLS 4121, Clinical Hematology/Hemostasis Laboratory** instruction includes microscopic identification of blood cells and manual procedures, along with correlation of results with diseases. (0.5 credit hours)

**MLS 4130, Clinical Bacteriology** is the comprehensive study of clinically important aerobic and anaerobic bacteria, fungus-like bacteria, rickettsia, spirochetes, and mycobacteria.

Topics include the clinical signs and symptoms of diseases, proper methods of collecting, transporting, and processing specimens, modes of transmission, and diagnostic techniques used in the identification of disease-causing pathogens.  
(3.9 credit hours)

**MLS 4131, Clinical Microbiology Laboratory** instruction consists of methods and techniques used to identify bacteria, fungi, protozoa, and helminths from clinical specimens. Students will acquire the skills necessary to process specimens (*e.g.*, blood, CSF, sputum, urine, throat swabs, stools) and to identify pathogens using a variety of methods.  
(0.6 credit hours)

**MLS 4140, Advanced Diagnostic Microbiology** is a comprehensive study of clinically significant fungi, viruses, and parasites, including diagnostic molecular techniques used for identification. Topics include clinical signs and symptoms of diseases, modes of transmission, and proper identification techniques. Molecular techniques discussed will include PCR, real-time PCR, multiplex PCR, reverse-transcriptase PCR, transcription-mediated amplification, and sequencing techniques.  
(3.5 credit hours)

**MLS 4150, Clinical Immunology** is the study of the basic principles of immunology, characteristics of antigens and antibodies, immune response to disease, and analysis of components of the immune system. Discussion also includes parasitic, bacterial, viral, and autoimmune diseases, and various types of immunological procedures.  
(3.3 credit hours)

**MLS 4151, Clinical Immunology Laboratory** is designed to familiarize the student with the clinical applications of immunologic principles and techniques to include agglutination, EIA, and IFA.  
(0.2 credit hours)

**MLS 4160, Blood Bank** or immunohematology, is an in-depth study of basic immunology, human blood group systems, blood group genetics and theory, and application of blood banking techniques. Proper screening, collection, and testing of donor units are discussed.  
(3.5 credit hours)

**MLS 4161, Blood Bank Laboratory** concentrates on related principles of immunology, genetics, and procedures and methods involved in compatibility studies. Students will type blood, identify non-expected antibodies, select compatible blood, and perform crossmatching.  
(0.8 credit hours)

**MLS 4170, Clinical Chemistry** provides the student with instruction concerning the physiology of body analytes and organ systems with emphasis on the corresponding laboratory procedures and correlation to human disease states. Topics discussed include: proteins, hormones, carbohydrates, enzymes, lipids, electrolytes, toxicology, therapeutic drug monitoring, nonprotein nitrogen, and organ function testing.  
(5.9 credit hours)

**MLS 4200, General Medical Laboratory Practice Practicum** is an advanced practicum course which encompasses generalist experience at the BSWMC–Round Rock laboratory, phlebotomy, and urinalysis. Students gain practical experience in patient blood procurement by venipuncture and microcollection techniques. Practical skills and knowledge related to urine analysis with emphasis on QA/QC, problem-solving, and clinical correlations are also taught. The generalist rotation reinforces skills learned in other rotation courses and provides the student with the opportunity to experience general clinical laboratory settings.  
(4.0 credit hours)

**MLS 4220, Clinical Hematology/Hemostasis Practicum** is an advanced course which develops the student's practical skills and knowledge related to hematology/hemostasis. Both manual and automated procedures are used to analyze normal and abnormal patient samples. Emphasis is placed on QA/QC, problem-solving, and clinical correlations.  
(3.3 credit hours)

**MLS 4230, Clinical Microbiology Practicum** is an advanced course which develops the student's practical skills and knowledge related to clinical bacteriology, mycology, parasitology, and virology. Students will use a variety of techniques to identify pathogens, including manual identification, automated systems, and molecular diagnostics. Emphasis is also placed on QA/QC, problem-solving, and clinical correlations.  
(4.7 credit hours)

**MLS 4250, Clinical Immunology Practicum** is an advanced course which develops the student's practical skills and knowledge related to clinical immunology to include basic and complex immunological procedures. Emphasis is placed on QA/QC, problem-solving, and clinical correlations.  
(1.3 credit hours)

**MLS 4260, Blood Bank Practicum** is an advanced course which develops the student's practical skills and knowledge related to blood banking. Emphasis is placed on QA/QC, problem-solving, and clinical correlations using various mediums for identification of antibodies and compatibility testing; donor blood collecting and processing.  
(2.0 credit hours)

**MLS 4270, Clinical Chemistry Practicum** is an advanced course which develops the student's practical skills and knowledge related to clinical chemistry. Students will operate various automated analyzers. Emphasis is placed on QA/QC, problem-solving, clinical correlations, and experience on an automated line.  
(4.0 credit hours)

**MLS 4280, Management & Education** focuses on medical laboratory science management and education. The course consists of lectures, presentations, discussions, and class participation. Students are expected to present case studies dealing with management, to prepare a resume for a job, and to present an in-service presentation.  
(6.2 credit hours)

**MLS 4290, Research & Clinical Correlations** focuses on special topics and research related to medical laboratory science. The course consists of lectures, presentations, discussions,

and class participation. A major part of the course focuses on the fundamental concepts of research as they relate to the clinical laboratory. Students design, conduct, and present a clinical project as part of this course. Students are also expected to present case studies using clinical laboratory correlations and critique research articles. The course is designed to enhance the student's problem-solving skills while developing their ability to analyze, interpret, and correlate all pertinent aspects of clinical laboratory practice. (5.0 credit hours)

\*Students will be evaluated (graded) in all courses as described under General Grading and Evaluation except where noted.

## **GENERAL GRADING AND EVALUATION**

### *Academic Performance*

In order to successfully complete the program, a student must complete all courses with a minimum score of 75% and pass the Phases I and II Comprehensive Examinations.

#### **Grade Requirements**

<b>Lecture</b>	<b>Lab</b>	<b>Rotation</b>
Quiz average $\geq 75$	Lab assignments average $\geq 75$	Final exam $\geq 75$
Final exam $\geq 75$	Practical(s) $\geq 75$	Practical exam $\geq 75$
		Affective behavior $\geq 75$

If any of the above are not met, the grade will be recorded as an academic failure; students are only allowed 2 academic failures per year. Upon a third course failure, the student will be dismissed from the program.

*University of Texas-Austin students will be placed on academic probation after a second remediated academic failure and status will be reported to the UT MLS Program Director. A second remediated academic failure means the student has failed and remediated two courses.*

All major didactic knowledge, practical performance, and affective behavior objectives will be graded as follows:

90 - 100%	= greatly exceeds minimum course objectives
80 - 89%	= exceeds minimum course objectives
75 - 79%	= meets minimum course objectives
<75% (F)	= does not meet minimum objectives

### *Incomplete Grades*

If a student does not complete all required work due to illness or extenuating circumstances, he/she will receive an incomplete for that course. A student will not receive a certificate of completion unless all work and all program/course objectives are fulfilled. Incomplete grades will convert to an academic failure 14 days after the last day of the course/rotation. Multiple incompletes will warrant academic counseling. Exception to the incomplete grade policy may be granted with an approved leave of absence.

## *Late Assignments*

Students must complete all course/rotation assignments by the due date. Late work will be accepted according to the following guidelines:

- AM assignments received after 8:30 AM of the due date will be penalized 15 points.
- PM assignments received after 1:00 PM of the due date will be penalized 15 points.
- If received after midnight of the due date, the assignment will be graded as a "0".
- If not completed at all, the student will receive an incomplete for the course.

Clinical research project assignments will be penalized 10 points per day when turned in late unless prior arrangements have been made. Failure to take a quiz, exam, or practical on the scheduled date will result in a "0" unless prior arrangements have been made. See Absence/Tardy Documentation form (Appendix F).

## *Test Administration and Evaluation*

Scantron answer sheets are used for most quizzes and examinations. All responses on the Scantron sheets are considered final.

## *Appeals Procedure*

An appeals procedure exists for students dismissed for academic or nonacademic reasons, including professional misconduct (see Appendix L for appeals process).

Once dismissed from the program, a student will not attend any classes or clinical rotations during the appeals process. These days do not count toward days absent.

If the student is reinstated through the appeals procedure, the Faculty Committee will decide whether the student may resume the program with the present class or be reinstated with the next year's class.

## *Evaluation of Courses/Instructors by Students*

Students will evaluate didactic and clinical courses and instructors upon completion of a course or rotation.

## **PHASE I COURSES AND GRADING**

Phase I is the didactic portion and includes lecture and laboratory. The purpose of Phase I is to provide necessary background knowledge and basic practical skills for Phase II, the clinical rotations. Phase I is approximately 17 weeks in length.

Student evaluation in Phase I consists of presentations, homework, quizzes, examinations, laboratory exercises, laboratory practicals, and a comprehensive examination.

## *Lecture Courses and Grades (with exception to MLS 4100, see MLS 4100 manual)*

- Quizzes (40% of lecture course grade)

Weekly quizzes will be given over the most recent material in each course. An individual quiz may be less than 75%, but students must attain a final quiz average of  $\geq 75\%$ . If quiz average falls below 80%, the instructor will meet with the student to discuss their status. It is the student's responsibility to ask for help if falling behind. In the event of a quiz average  $< 75\%$  at the conclusion of the course, this will be considered an academic failure, the student will be allowed a retake of the lowest scoring quizzes. The overall quiz average must be at least 75% for progression in the course.

- Other (10% of lecture course grade)

Presentations, homework, or case studies may be assigned for each course. If assigned, they become a requirement of the course and must be successfully completed.

- Course Examinations (50% of lecture course grade)

A comprehensive examination is given at the end of each course; students must score  $\geq 75\%$ . A student scoring  $< 75\%$  is allowed one retake within 10 working days after receiving necessary remediation. A passing score on a retake will be recorded as 75%.

***If a student scores  $< 75\%$  on a retake, his/her status will be evaluated and decision made regarding dismissal or continuation. This decision will be made after evaluation of student records, conduct, and any extenuating circumstances by a joint meeting of the Program Director, Education Coordinator, and Medical Director.***

## *Student Laboratory Courses and Grades*

- Laboratory Exercises and Other Assignments (60% of student laboratory course grade)
- Student Laboratory Practical Exams (40% of student laboratory course grade)

Students have a practical exam in each laboratory course with the exception of chemistry. The microbiology laboratory includes 3 practical exams; students must score  $\geq 75\%$  on each practical. Students scoring  $< 75\%$  are allowed one retake within 10 working days after receiving necessary remediation. The instructor reserves the right to give the retake practical in a different format.

**If a student scores <75% on a retake, his/her status will be evaluated and decision made regarding dismissal or continuation. This decision will be made after evaluation of student records, conduct, and any extenuating circumstances by a joint meeting of the Program Director, Education Coordinator, and Medical Director.**

### *Student Grade Reports*

During Phase I, the program staff reviews the student's grade with him/her for each course. Students may also review all course grades at any time.

### *Affective Behavior Evaluation*

During Phase I, students are evaluated on their affective performance (*i.e.*, punctuality, professionalism, cooperation, etc.) (see Appendix A). The evaluation is pass/fail and not included in any course grade. Any item rated as poor (<75%) will result in counseling. Disciplinary action will follow the policy and procedures stated on page 13.

### *Phase I Comprehensive Examination*

A comprehensive examination is given at the end of Phase I. This examination is graded as pass/fail and is not counted as a part of any course grade. **Students must receive a minimum score of 75% on this examination to progress into Phase II of the program.** If a student does not receive a score of  $\geq 75\%$ , one retake is given within 10 working days after receiving necessary remediation. **If a student scores <75 on the retake, he/she will be evaluated and a decision will be made regarding dismissal or continuation in the program (See Phase I Remediation Policy and Dismissal).**

## **PHASE II COURSES AND GRADING**

Phase II of the program includes clinical rotations and two lecture courses. Phase II will provide the student with necessary knowledge and practical skills to function as a medical laboratory scientist. Students spend 31 weeks in clinical rotations (see Phase II Curriculum), Monday through Thursday. Management & Education and Research & Clinical Correlations courses are taught on Fridays.

### *Objectives for the Clinical Rotations*

During the clinical rotations, the medical laboratory science student will:

- 1) Perform all tasks under the direction of a bench instructor following both written and verbal directions and according to established policies and procedures.
- 2) Develop skills in specified laboratory tasks, including:
  - a) performing tests,
  - b) operating and maintaining instruments,
  - c) generating and evaluating acceptability and quality of data,



- d) correlating patient data and assessing validity,
  - e) evaluating and comparing procedures and methods, and
  - f) obtaining and evaluating patient specimens.
- 3) Demonstrate skill after initial instruction and practice by completing all course performance objectives as indicated.
  - 4) Complete all assigned reading, study materials, and review questions for each course concerning:
    - a) pathophysiologic evaluation and correlation of data,
    - b) clinical tests:
      - i) theory and principles,
      - ii) performance limitations and considerations,
      - iii) clinical significance,
      - iv) expected values and reporting criteria,
      - v) quality control, and
      - vi) specimen requirements,
    - c) safety protocols and policies,
    - d) instruments:
      - i) principles of operation,
      - ii) maintenance, and
      - iii) troubleshooting procedures;
    - e) problem solving approaches and strategies.
  - 5) Demonstrate skill and comprehension by:
    - a) correctly answering review questions;
    - b) completing quizzes, exams, and/or miscellaneous evaluation materials,
    - c) and correctly identify unknowns, achieving accuracy.
  - 6) Utilize information covered during didactic instruction in Phase I.
  - 7) Recognize the role of the medical laboratory scientist as a member of the professional health care team.
  - 8) Demonstrate safety policies by following safety protocols and using proper personal protective equipment.
  - 9) Demonstrate professional behavior at all times.

### *Clinical Rotation Schedule*

**Students are expected to furnish their own transportation to the rotation sites.** The clinical rotation schedule will be given to the students at the pre-rotation meeting just prior to Phase II. *Changes in the schedule will be made only at the request of an instructor and may not be made for the convenience of a student.*

### *Clinical Rotation Manuals*

Students are provided with a manual for each department prior to the first day of each rotation. This manual contains pertinent information concerning the rotation, including knowledge and performance objectives, orientation to the department, specific evaluation materials, and any other information required.

### *Student Grading*

During Phase II, the student's knowledge, psychomotor skills, and affective behavior objectives are assessed by written methods, task performance, and observations by

departmental instructors. The grade for each course/rotation is based on two components: **practical/cognitive performance and affective behavior objectives (professional performance).**

**Practical/cognitive performance is 75% and affective behavior is 25% of the student's final grade.** A grade  $\geq 75\%$  must be achieved on both the cognitive and affective portion of each rotation. Specific criteria for these two components are discussed in the following sections.

During Phase II, affective behavior objectives (see Appendix B) are graded on a 100-point scale. Grades for the clinical rotation courses are assigned based on the following percentages:

## Temple

<b>MLS 4200, General Clinical Laboratory Practicum course grade (7 weeks):</b>	
Hillcrest Family Health Clinic	14.30%
Urinalysis	14.30%
Phlebotomy	28.50%
McLane Childrens Hospital	14.30%
Andrology	14.30%
QA & POC	14.30%
<b>MLS 4220, Clinical Hematology Practicum course grade (5 weeks):</b>	
Hillcrest Hematology	20.00%
Temple Hematology	60.00%
VA Hematology	20.00%
<b>MLS 4230, Clinical Microbiology Practicum course grade (7 weeks):</b>	
Bacteriology	42.90%
Acid Fast/Mycology/Parasitology	14.30%
Molecular Pathology	14.30%
<b>MLS 4250, Clinical Immunology Practicum course grade (2 weeks):</b>	
Immunology	100%
<b>MLS 4260, Blood Bank Practicum course grade (3 weeks):</b>	
Blood Bank (Temple/Hillcrest/Childrens)	100%
<b>MLS 4270, Clinical Chemistry Practicum course grade (6 weeks):</b>	
Temple Chemistry	33.33%
Special Chemistry	16.67%
Round Rock Chemistry	50.00%
<b>MLS 4280, Management and Education course grade:</b>	
Management & Education	100%
<b>MLS 4290, Research and Clinical Correlations course grade:</b>	
Research & Clinical Correlations	100%

## Dallas

<b>MLS 4200, General Clinical Laboratory Practicum course grade (7 weeks):</b>	
Heart Hospital	28.50%
Urinalysis	28.50%
Phlebotomy	28.50%

QA & POC	14.30%
<b>MLS 4220, Clinical Hematology Practicum course grade (5 weeks):</b>	
Hematology	100%
<b>MLS 4230, Clinical Microbiology Practicum course grade (7 weeks):</b>	
Bacteriology	42.90%
Acid Fast/Mycology/Parasitology	14.30%
Molecular Pathology	14.30%
<b>MLS 4250, Clinical Immunology Practicum course grade (2 weeks):</b>	
Immunology	100%
<b>MLS 4260, Blood Bank Practicum course grade (3 weeks):</b>	
Blood Bank -BUMC	100%
<b>MLS 4270, Clinical Chemistry Practicum course grade (6 weeks):</b>	
Chemistry	83.33%
Special Chemistry	16.67%
<b>MLS 4280, Management and Education course grade:</b>	
Management & Education	100%
<b>MLS 4290, Research and Clinical Correlations course grade:</b>	
Research & Clinical Correlations	100%

**Students must pass each rotation to successfully pass the course.**

### *Practical/Cognitive Performance (75% of the clinical rotation course grade)*

A student's practical/cognitive performance may be based on any or all of the categories in the next section. Each rotation specifies different percentages and categories (provided in the rotation manuals) to evaluate the student.

- **Categories Used For Assessing Practical/Cognitive Performance**  
Performance Objectives  
Successful completion of each competency-based task is required and documented by the instructor.
- **Quizzes/Unknowns**  
Students may be given quizzes and/or unknowns during a course/rotation.
- **Final exams (written and/or practical)**

A final written and/or practical exam may be given in each rotation. **Students must receive a score of  $\geq 75\%$  on the examination and practical in order to pass the rotation.** Students receiving  $< 75\%$  receive necessary remediation and one retake examination (see Phase II Remediation Policy and Dismissal, page 35). A passing retake score will be recorded as 75% and documented as a course failure. **Students receiving  $< 75\%$  on the retake will be evaluated and decision made regarding dismissal or continuation in the program. This decision will be made after evaluation of student records, conduct, and any extenuating circumstances by a joint meeting of the Program Director, Education Coordinator, and Medical Director.**

- **Other**

For some areas, there are review questions, presentations, worksheets, or other learning exercises. Available reference materials may be used to complete the assignments.

A sample grade sheet is shown in Appendix M.

### *Affective Behavior Objectives Evaluation (25% of the clinical rotation course grade)*

The expected affective behavior objectives are described on pages 13. Any faculty member who works with a student during a rotation is encouraged to complete the Phase II Affective Behavior Evaluation form (see Appendix B). If a student receives a score of <75% on any affective behavior objective, he/she is counseled within 3 working days by two members of the program staff concerning the deficiency. The disciplinary procedure specified on page 13 will be followed.

***There is no remediation for failure of the affective behavior objectives component of a rotation. Students must receive a 75% or greater on the Phase II Affective Behavior Evaluation Form. A student who is dismissed due to academic or affective reasons will not be allowed to re-enter the program (see Affective Behavior Objectives Disciplinary Action, page 13).***

### *Processing of Grades in Phase II*

At the conclusion of each rotation:

- 1) The overall performance and grades are reviewed and rotation materials are signed by the instructor.
- 2) The instructor submits the completed rotation materials to the program office. Grades are given to students on Fridays during lecture for student signatures. Each rotation grade is placed in the student's file and added to his/her electronic grade sheet.
- 3) The student will be given a rotation evaluation form to complete.

### *Phase II Comprehensive Examination*

A comprehensive examination is given at the end of Phase II and covers material from Phases I and II. The examination is graded as pass/fail and is not counted as part of any course grade. ***Students must receive a minimum score of 75% in order to complete the program. If a student does not receive the minimum score, a retake is given within 10 working days after receiving necessary remediation. Initial failure of the Phase II Comprehensive Examination, the necessary remediation, and retake examination may result in a delay of the student's graduation.*** If a student scores <75% on the retake examination, he/she will not receive a certificate of completion.

## *Remediation Policy and Dismissal*

If during a clinical rotation, a student receives an unacceptable score on any one or more of the major components, the clinical instructor/student coordinator must notify the student and the program of the failure. The department, in conjunction with the program staff, determines if the student would benefit from additional time to develop the necessary knowledge and/or skill(s). The time needed for the student's remediation is determined by a student-faculty-program staff conference. **Remediation must take place within 6 weeks and is limited to a maximum of two weeks.** Students are notified of their remediation schedule (on a Counseling Form, Appendix C) by the Program Director or Education Coordinator.

***Rescheduling of a course/rotation is at the discretion of the department involved. Failure of a rotation and remediation may delay the student's graduation from the program. Remediation is based on the need of the student and will be at the discretion of the instructor.***

# Appendices

<b>FORM</b>	<b>Appendix</b>
Phase I Affective Behavior Evaluation Form	A
Phase II Affective Behavior Evaluation Form and Summary	B
Counseling Form	C
Student Conferences/Counseling Schedules	D
Absence/Tardy Documentation Form	F
Student Calendar	G
Student Complaints, Grievances, & Resolutions	H
Program Completion	I
Application for Challenge Form (Phlebotomy)	J
Application for Challenge Form (Other)	K
Appeals Procedure	L
Sample Grade Sheet for Phase II	M
Student Handbook Acknowledgement Signature Page	N/A
Student Authorization to Release Educational Record Information	N/A



**Baylor Scott & White Medical Center-Temple Program in Medical Laboratory Science  
Phase I Affective Behavior Evaluation Form**

Student: \_\_\_\_\_

Skill	Poor to marginal; needs improvement *	Average		Above average	Excellent
		Poor to marginal; needs improvement *	Average		
<b>Punctuality and attendance</b>	Frequently late or absent and/or takes too long on breaks	Occasionally late or absent and/or takes too long on breaks	Rarely late or absent and/or rarely abuses break time	Never late or absent and/or does not abuse break time	
<b>Cooperation</b>	Reluctant to cooperate with others; only offers help when asked	Usually cooperates with others; conforms to procedural and organizational rules	Generally cooperative and helpful; others enjoy working with him/her	Always cooperates, is congenial and offers to help others; follows all procedural and organizational rules	
<b>Professional appearance</b>	Dress and/or hygiene is not up to standards; frequently has not worn name badge	Dress and/or hygiene is acceptable on most occasions	Consistently comes to class clean and dressed according to code; forgotten name badge only occasionally	Always comes to class appropriately dressed, well groomed; always has name badge on	
<b>Safety procedures</b>	Does not observe safety protocol	Follows safety procedures but does not understand the full impact	Almost always follows safety procedures	Always follows established safety procedures and utilizes appropriate PPE	
<b>Thoroughness</b>	Has a tendency to give up if things don't go well	Follows through on most tasks	Persistent in trying to do the work in spite of difficulties	Never gives up; gets work done even in the face of obstacles	
<b>Initiative</b>	Not well prepared; always needs help finding reagents and supplies; procedures not read beforehand or not read thoroughly; needs much help getting started; never recognizes mistakes; corrective action initiated by clinical instructor	Somewhat prepared; has a little trouble getting started; reads procedures and requires help getting started; sometimes recognizes mistakes and takes corrective action	Student comes to clinical prepared; reads procedures and performs with minimal help; usually recognizes mistakes and takes corrective action	Student is a self-starter; comes to clinical prepared and ready to work; reads procedures thoroughly before proceeding and performs with no help; recognizes mistakes and takes corrective action when necessary	
<b>Communication</b>	Communication requires improvement	Acceptable ability in communication; present difficulty will be overcome with experience	Exhibits only minimum difficulty in expressing him/herself in both written and verbal communication	Written and verbal communication is both clear and precise	
<b>Interpersonal skills</b>	Asks unnecessary questions; conduct around patients and instructors is less than acceptable; disagrees with criticism offered by instructors	Accepts most criticism; generally polite and courteous to patients, peers and instructors	Polite and courteous to patients, peers and instructors most of the time; accepts and responds appropriately to criticism	Polite and courteous to everyone at all times; accepts criticism and actively tries to correct any deficiencies	
<b>Please check yes or no for each of the following:</b>		<b>Adheres to confidentiality policies at all times</b>			
<b>Checking NO requires written documentation.</b>		<b>Demonstrates professional ethics in daily performance of duties</b>			
		<b>Yes</b>		<b>No</b>	

\* Must be accompanied by written documentation.

Date: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

COMMENTS: Use other side if needed.



## Baylor Scott & White Medical Center-Temple Program in Medical Laboratory Science Phase II Affective Behavior Evaluation Form

Each instructor should evaluate each skill at the level of performance upon completion of work. Unsatisfactory behavior (<75%) should be documented immediately and brought to the attention of the Program Director or the Education Coordinator. A student counseling conference must be scheduled within three working days of the documentation. Outstanding performance should also be noted. N/A may be used when there is no documentation of a particular student performance.

Skill	Poor to marginal; needs improvement (0-74) *	Average (75-79)	Above average (80-89)	Excellent (90-100)
Accuracy	Has more difficulty than most in obtaining accurate results and detecting problems	Recognizes major problems; obtains reliable results the majority of the time	Not likely to miss an error and is attentive to details	Extraordinary ability to accurately perform tasks; recognizes problems/errors and takes appropriate measures to correct or seeks help
Functionality and attendance	Frequently late or absent and/or takes too long on breaks	Occasionally late or absent and/or takes too long on breaks	Rarely late or absent and/or rarely abuses break time	Never late or absent and/or does not abuse break time
Cooperation	Reluctant to cooperate with others; only offers help when asked	Usually cooperates with others; conforms to procedural and organizational rules	Generally cooperative and helpful; others enjoy working with him/her	Always cooperates, is congenial and offers to help others; follows all procedural and organizational rules
Adherence to hospital/lab policies	Non-compliance of hospital/lab policy; inconsistency of following rules; laid out by the hospital, lab or program; dress or hygiene is not up to standards; frequently has not worn name badge	More than once had to be reminded of hospital/lab policy; continues to disobey policies regarding cell phone use, dress code or other	Had to be reminded of hospital/lab policy, but adhered to policy afterwards with no further warnings; forgotten name badge only occasionally	Complies with hospital/lab policies regarding cell phone use, dress code and other regulations at all times; always has name badge on
Safety procedures	Does not observe safety protocol	Follows safety procedures but does not understand the full impact	Nearly always follows safety procedures	Always follows established safety procedures and utilizes appropriate PPE
Ability to learn	Assimilates information passively and indifferently; lacks knowledge of assigned readings; asks unnecessary questions; has difficulty following directions/instructions even with coaching; must be closely watched, assisted or coached to fulfill test procedure requirements	Shows interest; asks few questions or asks unnecessary questions; demonstrates knowledge of assigned readings; able to follow directions/instructions with coaching; sometimes must be assisted/coached to fulfill test procedure requirements	Expends extra effort to read on problems encountered; asks many good questions; demonstrates knowledge of assigned readings; often able to follow directions/instructions without additional coaching	Demonstrates independent learning; undertakes supplemental reading; is questioning, insightful and enthusiastic; participates in teaching discussions; clearly able to follow directions/instructions without coaching
Thoroughness	Has a tendency to give up if things don't go right	Can be depended on to follow through on most jobs	Persistent in trying to do the work in spite of difficulties	Never gives up; gets work done even in the face of obstacles
Quantity of work	Does not complete work assigned at times or performs the minimal amount of work to meet objectives	Performs a satisfactory amount of work which is expected of a student at this level	Performs more work than most students at this level; sometimes asks for additional tests to perform	Performs at a level consistent with a new graduate; asks for additional tests to perform when possible
Planning and problem solving	Is able to plan a single task and follow through with minimal complications	Is able to perform more than one task with limited problems	Is able to perform more than one task at a time and anticipates other tasks	Is able to perform several tasks at a time and plan for other problems that may arise

\* Any score <75 must be accompanied by written documentation.



Skill	Poor to marginal, needs Improvement (0-74) *	Average (75-79)	Above average (80-89)	Excellent (90-100)
Application of knowledge	Inability to apply knowledge of clinical significance to lab results; cannot troubleshoot problem to determine additional testing necessary; never brought abnormal results to my attention	Occasional inability to apply knowledge of clinical significance to lab test results; usually needs help determining additional necessary testing; occasionally brought abnormal results to my attention	Applies knowledge of clinical significance to lab results obtained; occasionally needs help determining what additional testing is necessary; almost always brought abnormal results to my attention	Demonstrates advanced application of results obtained to clinical significance; identifies problems and performs additional testing when necessary; always brought abnormal results to my attention
Initiative	Not well prepared; always needs help finding reagents and supplies; procedures not read beforehand or not read thoroughly; needs much help getting started; never recognizes mistakes; corrective action initiated by clinical instructor	Somewhat prepared; has a little trouble getting started; reads procedures and requires help getting started; sometimes recognizes mistakes and takes corrective action	Student comes to clinical prepared; reads procedures thoroughly and performs with minimal help; usually recognizes mistakes and takes correction action	Student is a self-starter; comes to clinical prepared and ready to work; reads procedures thoroughly before proceeding and performs with no help; recognizes mistakes and takes corrective action when necessary
Communication	Communication requires improvement	Acceptable ability in communication; present difficulty will be overcome with experience	Exhibits only minimum difficulty in expressing him/herself in both written and verbal communication	Written and verbal communication is both clear and precise
Resource management	Uses more materials and/or tech time than other students at the same level of education	Uses an acceptable amount of materials for the performance of the task assigned; uses tech time efficiently	Is conscious of the amount of resources used and tries to minimize waste; relies on the tech for his/her time only when needed	Uses only those things needed for the performance of the assigned task; relies on the tech for a minimal amount of time; uses tech time for appropriate questions
Adaptability	Cannot function in unexpected or stressful situations	Able to function adequately in unexpected or stressful situations	Functions well in unexpected or stressful situations	Excellent ability to function and perform under stressful or unexpected situations
Interpersonal skills	Asks unnecessary questions; conduct around patients and instructors is less than acceptable; disagrees with criticism offered by instructors	Accepts most criticism; generally polite and courteous to patients, peers and instructors	Polite and courteous to patients, peers and instructors most of the time; accepts and responds appropriately to criticism	Polite and courteous to everyone at all times; accepts criticism and actively tries to correct any deficiencies
What is your overall assessment of this student's performance? (Rate from 0-100)				

\* Any score <75 must be accompanied by written documentation.

**Baylor Scott & White Program in Medical Laboratory Science  
Phase II Affective Behavior Evaluation Summary Sheet**

Name: \_\_\_\_\_ Rotation: \_\_\_\_\_

	<b>Assigned grade</b>
Accuracy	_____
Punctuality and attendance	_____
Cooperation	_____
Adherence to hospital/lab policies	_____
Safety procedures	_____
Ability to learn	_____
Thoroughness	_____
Quantity of work	_____
Planning and problem solving	_____
Application of knowledge	_____
Initiative	_____
Communication	_____
Resource management	_____
Adaptability	_____
Interpersonal skills	_____
Overall assessment	_____
 TOTAL POINTS	 _____
 # OF ITEMS ASSESSED	 _____
 FINAL GRADE	 _____

**Please note: for any score <75, the instructor must attach written documentation of the observed incident and notify the program immediately.**

**Check YES or NO for each of the following: (checking NO requires written documentation)**

Adheres to confidentiality policies at all times                      Yes \_\_\_\_\_ No \_\_\_\_\_  
 Demonstrates professional ethics  
 in daily performance of duties    Yes \_\_\_\_\_ No \_\_\_\_\_ Needs improvement \_\_\_\_\_

What is one positive attribute of this student? \_\_\_\_\_  
 \_\_\_\_\_

What needs to be worked on? \_\_\_\_\_  
 \_\_\_\_\_

Student signature: \_\_\_\_\_  
 Evaluator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:



# BSWMC-Temple Program in Medical Laboratory Science Counseling Form

Student: \_\_\_\_\_

Date: \_\_\_\_\_

### TYPE OF CORRECTIVE ACTION

Verbal Warning _____	Written warning _____	Dismissal _____
Affective _____	Academic _____	Attendance _____

Incident: \_\_\_\_\_

Corrective action and date to be completed: \_\_\_\_\_

Student comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I have read this report and have been given a chance to discuss it with the program staff. Signing this report does not indicate my agreement with the disciplinary action taken, but it has been communicated to me. Future violations of policy may result in additional disciplinary action up to and including dismissal from the program.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness or Education Coordinator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness or Education Coordinator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student refused to sign document.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness or Education Coordinator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student refused to sign document.

<b>Title:</b>	Student Counseling		
<b>Department/Service Line:</b>	Medical Laboratory Science Program		
<b>Approver(s):</b>	Shelby Johnson, Program Director		
<b>Location/Region/Division:</b>	CTX/NTX		
<b>Document Number:</b>	MLS.STUPOL.06.10		
<b>Last Review/Revision Date:</b>	See Signatures	<b>Origination Date:</b>	02-1995

## SCOPE

This document applies to the Baylor Scott & White Program in Medical Laboratory Science.

## DEFINITIONS

None.

## policy

Students will receive documented counseling at least once per year.

## PROCEDURE

Students will meet individually with MLS program staff at the end of Phase I to discuss changes that would be beneficial to the program or any problems he/she wishes to discuss. This meeting is documented by completion of a Phase I Affective Behavioral Evaluation Form. Any concern the MLS program staff needs to share with the student is also discussed.

Additional counseling sessions may occur during the year for academic, attendance, or affective reasons. A counseling form will serve as documentation; a copy will be given to the student.

All counseling sessions are conducted in a private location to maintain confidentiality of those involved. The discussion will be discussed in an unbiased/impartial manner.

Students are free to ask for advice or guidance at any time throughout the program. This may be done before or after class/rotations.

## ATTACHMENTS

Phase I Affective Behavioral Form  
 Informal Counseling Form  
 Formal Counseling Form

## RELATED DOCUMENTS

None.

## REFERENCES

None.

## Revision History

Version #	Effective Date	Description of Change	Revised By	Removed Date
MLS.STUPOL.06.010	04-2024	Program director/expansion update	Shelby Johnson	

<b>Title:</b>	Schedules and Contingency Plan for Loss of Clinical Site		
<b>Department/Service Line:</b>	Medical Laboratory Science Program		
<b>Approver(s):</b>	Shelby Johnson, Program Director		
<b>Location/Region/Division:</b>	CTX/NTX		
<b>Document Number:</b>	MLS.PRGACT.05.04		
<b>Last Review/Revision Date:</b>	See Signatures	<b>Origination Date:</b>	02-1995

## SCOPE

This document applies to the Baylor Scott & White Program in Medical Laboratory Science.

## DEFINITIONS

None.

## policy

Schedules of lectures and rotations are available to students and faculty prior to the start of each phase of the program

## PROCEDURE

Phase I schedule is compiled by the program staff with any guest lecturers being contacted and scheduled prior to the start of Phase I.

Phase II clinical rotation schedule is compiled by the program director at least 6 months prior to the start of clinical rotations. Final approval from all rotation sites impacted must be received prior to distribution to students.

Phase II Friday lecture schedules are compiled by program staff with any guest lecturers being contacted and scheduled prior to the start of Phase II.

Program staff are responsible for creating all schedules. Students are not allowed to create their own schedule or solicit any outside clinical rotations.

In the event of a natural disaster or loss of a clinical site, program staff will place students in alternate locations at another BSWH or an affiliate. The amount of time needed to complete the assigned objectives will remain the same.

## ATTACHMENTS

## RELATED DOCUMENTS

None.

## REFERENCES

None.

## Revision History

Version #	Effective Date	Description of Change	Revised By	Removed Date
MLS.PRGACT.05.04	02-2024	Program director/expansion update	Shelby Johnson	



# BSWMC-Temple Program in Medical Laboratory Science

## Absence/Tardy Documentation

---

NAME: \_\_\_\_\_

I WAS ABSENT beginning (date) \_\_\_\_\_ and returned to class on (date) \_\_\_\_\_.

I AM REQUESTING TO BE ABSENT beginning (date) \_\_\_\_\_ and returning to class on (date) \_\_\_\_\_.  
Must be submitted two weeks in advance with the exception of bereavement.

Reason for absence: \_\_\_\_\_

Plan of action for making up material missed during absence (list specific dates for completion of missing assignments or make-up days):

---

---

---

---

---

---

Approved

Not Approved

I WAS TARDY ON (date): \_\_\_\_\_

Reason for tardy: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director/Education Coordinator signature: \_\_\_\_\_

---

Number of days missed including this incidence:\* \_\_\_\_\_

\* Maximum of 7 days before dismissal; ≥5 tardies requires counseling.





# BSWMC-Temple Program in Medical Laboratory Science

## August 2025

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### August

16 Phase I begins

### September

2 Holiday - no class!

### November

27 Holiday - no class!

28 Holiday - no class!

29 Holiday - no class!

### December

16 Phase I final comprehensive exam

17-31 Holiday - no class!

### January

1-3 Holiday - no class!

6 Phase II begins

### April

21 Holiday - no class!

22 Holiday - no class!

23 Holiday - no class!

24 Holiday - no class!

25 Holiday - no class!

### May

26 Holiday - no class!

### July

4 Holiday - no class!

Register for BOC

### August

4 Phase II Final comprehensive exam

5 Clinical project presentation

7 Graduation!



<b>Title:</b>	Student Grievances & Resolutions		
<b>Department/Service Line:</b>	Medical Laboratory Science Program		
<b>Approver(s):</b>	Shelby Johnson, Program Director		
<b>Location/Region/Division:</b>	CTX/NTX		
<b>Document Number:</b>	MLS.STUPOL.06.11		
<b>Last Review/Revision Date:</b>	See Signatures	<b>Origination Date:</b>	03-2006

## SCOPE

This document applies to the Baylor Scott & White Program in Medical Laboratory Science.

## DEFINITIONS

None.

## policy

Formal student complaints must be in writing and are handled confidentially by the MLS program staff.

## PROCEDURE

Students are encouraged to make comments on evaluation forms regarding their satisfaction or dissatisfaction with a lecturer, rotation, course or evaluator. These comments are evaluated by the program staff for content, validity, and need for action. Additional information may be requested from the student regarding the situation. Any discussion regarding the comments is made in a confidential manner.

Whom to go to for comments, complaints and counseling are listed in the Student Handbook under Lines of Communication.

A formal written complaint/grievance may be filed regarding any aspect of the program. These are read by the program staff and evaluated for course of action. The student is then counseled in a location where confidentiality can be maintained.

If the complaint/grievance can be resolved through discussion, it is documented on a counseling form. One copy is given to the student and a copy is retained in the student's file. If additional staff need to be involved, another meeting is scheduled. This meeting also is documented with a counseling form and kept in the student's file.

If this procedure has not resolved the problem, the student may request further discussion with the Medical Director. The Medical Director, Program Director, and Education Coordinator will meet to discuss and determine a plan of action if needed.

## ATTACHMENTS

## RELATED DOCUMENTS

None.

## REFERENCES

None.

## Revision History

Version #	Effective Date	Description of Change	Revised By	Removed Date
MLS.STUPOL.06.011	04-2024	Program director/expansion update	Shelby Johnson	

<b>Title:</b>	Program Completion		
<b>Department/Service Line:</b>	Medical Laboratory Science Program		
<b>Approver(s):</b>	Shelby Johnson, Program Director		
<b>Location/Region/Division:</b>	CTX/NTX		
<b>Document Number:</b>	MLS.STUPOL.06.17		
<b>Last Review/Revision Date:</b>	See Signatures	<b>Origination Date:</b>	02-1995

## SCOPE

This document applies to the Baylor Scott & White Program in Medical Laboratory Science.

## DEFINITIONS

None.

## policy

Students will receive a certificate of completion upon passing all courses.

## PROCEDURE

A passing score of 75 or above must be achieved on each of the following in order to graduate and receive a certificate of completion:

1. all didactic and clinical courses including affective behavior
2. both Phase I and II comprehensive exams.

Any student who has maintained less than 3 courses or affective behavior failures is eligible for graduation.

An official transcript is sent to students' degree granting university during the last week of the program.

A certificate of completion and a copy of the official transcript is given to each student at the graduation ceremony.

Graduation is not contingent on taking or passing a national certification exam.

## ATTACHMENTS

## RELATED DOCUMENTS

None.

## REFERENCES

None.

## Revision History

Version #	Effective Date	Description of Change	Revised By	Removed Date
MLS.STUPOL.06.17	06-2024	Program director/expansion update	Catherine Daddato	



## BSWMC-Temple Program in Medical Laboratory Science Application for Challenge Form (Phlebotomy)

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Date: \_\_\_\_\_

I, \_\_\_\_\_, wish to challenge the course, MLS 4200, General Clinical Laboratory Practice Practicum.

I performed phlebotomy for \_\_\_\_\_ (mo/yr) at \_\_\_\_\_  
\_\_\_\_\_ (facility). I feel that my experience as a phlebotomist proves my competency in this area.

*To be completed by employer:*

\_\_\_\_\_ worked as a phlebotomist at \_\_\_\_\_  
\_\_\_\_\_ for \_\_\_\_\_ (mo/yr). I believe his/her skills as a phlebotomist are satisfactory.

If certified phlebotomist:

Name of certifying agency: \_\_\_\_\_

(ASCP requires successful performance of over 100 venipunctures/finger punctures).

Copy of certification on file.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

*Approved by Program Director or Education Coordinator:*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## BSWMC-Temple Program in Medical Laboratory Science

### Application for Challenge Form (Other)

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Date: \_\_\_\_\_

The following pertain to the application for challenge:

- minimum of 1 year experience as an MLT or uncertified MLS within the last 3 years
- all required course objectives must be met by employee competency assessment
- only one rotation can be challenged

I, \_\_\_\_\_, wish to challenge the rotation: \_\_\_\_\_.

I have worked in \_\_\_\_\_ for \_\_\_\_\_ (mo/yr) at \_\_\_\_\_  
 \_\_\_\_\_ (facility). I feel that my  
 experience proves my competency in this area.

**◆ To be completed by employer:**

\_\_\_\_\_ works(ed) at \_\_\_\_\_  
 \_\_\_\_\_ for/since \_\_\_\_\_ (mo/yr). I believe  
 his/her skills as a tech are satisfactory for challenging the \_\_\_\_\_ rotation.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Title: \_\_\_\_\_

**◆ To be completed by person checking competency:**

\_\_\_\_\_ successfully completed all competency requirements that meet or  
 exceed the requirements of a MLS student.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Title: \_\_\_\_\_

*Approved by Program Director or Education Coordinator:*

Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

<b>Title:</b>	Student appeals		
<b>Department/Service Line:</b>	Medical Laboratory Science Program		
<b>Approver(s):</b>	Shelby Johnson, Program Director		
<b>Location/Region/Division:</b>	CTX/NTX		
<b>Document Number:</b>	MLS.STUPOL.06.15		
<b>Last Review/Revision Date:</b>	See Signatures	<b>Origination Date:</b>	02-2019

## SCOPE

This document applies to the Baylor Scott & White Program in Medical Laboratory Science.

## DEFINITIONS

None.

## policy

An appeals procedure exists for students receiving a final written warning/dismissal for academic or non-academic reasons, including professional misconduct.

## PROCEDURE

The following outlines the sequence of events for the appeals process:

1. Dismissal- The student is notified of dismissal. The student may or may not choose to appeal the dismissal. If the student chooses not to appeal, the student must return books, badge, and any other items belonging to the program.
2. Filing an appeal- If the student chooses to appeal, a written statement of appeal must be received by the Program Director within 3 days of notification of failure including the reason for appeal.
3. Administrative council- A meeting is set up for the Program in Medical Laboratory Science Administrative Council to hear the appeal from the student within 3 working days. The Administrative Council will receive supporting documentation from the Program and student prior to hearing the student's appeal. The student may submit supporting documentation by emailing the MLS Program Director. The student and Administrative Council members will be notified of the location and time of the meeting.
4. Appeal- The student will present his/her case. Questions may be asked of the student and/or Program staff for clarification. The Administrative Council excuses the student and votes on whether to support or reverse the Program's decision. The Program Director and Education Coordinators abstain from voting.
5. Filing a grievance- If the student does not agree with the Administrative Council's decision, a grievance must be made in writing within 3 days of the Administrative Council's decision.
6. Grievance committee- The Grievance Committee has 7 business days to be assembled and meet. The student and Grievance Committee members will be notified of the location and time of meeting. The Grievance Committee will be composed of:
  - a. a representative from Patient Relations
  - b. a representative from Risk Management (non-attorney)



- c. a high school educator
  - d. a college educator
  - e. an individual chosen by the student who is not a current student or attorney
- The Program Director, acting as facilitator, and Education Coordinator are members of the committee with no voting privileges.
7. Final grievance decision- The student and Program Director will each provide documentation to the Grievance Committee as well as verbally present their case. The Grievance Committee's decision is final with no further means for the student to appeal.

## ATTACHMENTS

## RELATED DOCUMENTS

None.

## REFERENCES

None.

## Revision History

Version #	Effective Date	Description of Change	Revised By	Removed Date
MLS.STUPOL.06.15	06-2024	Program director/expansion update	Catherine Daddato	



# BSWMC-Temple Program in Medical Laboratory Science MICROBIOLOGY

## PHASE II GRADE REPORT FORM

STUDENT NAME: \_\_\_\_\_ ROTATION DATE: \_\_\_\_\_

	<u>GRADE</u>	<u>%</u>	<u>SCORE</u>
PERFORMANCE OBJECTIVES	_____	15%	_____
QUIZZES/UNKNOWNNS	_____	20%	_____
WORKSHEETS	_____	25%	_____
FINAL COMPREHENSIVE/PRACTICAL	_____	40%	_____
<b>TOTAL</b>			<b>100%</b>

DAYS ABSENT FROM ROTATION: \_\_\_\_\_

DAYS TARDY TO ROTATION: \_\_\_\_\_

COMMENTS:

	<u>GRADE</u>	<u>%</u>	<u>SCORE</u>
TOTAL SCORE FOR OBJECTIVES, QUIZZES, PRACTICAL, ETC.	_____	75%	_____
AFFECTIVE BEHAVIOR OBJECTIVES GRADE	_____	25%	_____
<b>FINAL GRADE</b>			_____

STUDENT SIGNATURE \_\_\_\_\_

INSTRUCTOR SIGNATURE \_\_\_\_\_



## **BSWMC-Temple Program in Medical Laboratory Science Student Handbook Acknowledgement Signature**

I, \_\_\_\_\_, will not collaborate with or receive assistance from another person on any exam or quiz given in the program. Further, I do hereby affirm that I have read, understand and agree to abide by the policies and procedures stated in the Baylor Scott & White Medical Center-Temple Program in Medical Laboratory Science *Student Handbook*.

-----  
Student signature

-----  
Date



STUDENT AUTHORIZATION TO RELEASE EDUCATIONAL RECORD  
INFORMATION

Student: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_  
(Please Print)

I consent and direct Baylor Scott & White Medical Center-Temple Program in Medical Laboratory Science to release my transcript to the following recipient (organization/person):

Recipient Name	Email Address
Mailing Address	

I authorized Baylor Scott & White Medical Center-Temple Program in Medical Laboratory Science to release to my degree granting university \_\_\_\_\_  
University Name  
the following:

- Transcript - to document my successful completion of the MLS program.
- ASCP BOC results in the form of P/F.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_