

Baptist Health College Little Rock

Patient Care Technician Program
Student Handbook

CERTIFICATION STATEMENT

Baptist Health, its schools and their administrators reserve the right to restrict, or limit enrollment in any course and make changes in the provisions (organization, fees, program offerings, curricula, courses, requirements and so forth) in this handbook when such action is deemed to be in the best interest of the student or a particular school. The provisions herein do not represent, in any way, a contract between the student, prospective or otherwise, and the administration of a school. This handbook replaces all handbooks previously published.

FORWARD

This handbook is provided to the student to serve as an overall guide to the Baptist Health College Little Rock Patient Care Technician Program. Policies contained herein are current at the time of printing; however, policies, procedures and information contained within require continual evaluation, review, and approval. Therefore, the faculty and administration of the school reserve the right to change the policies, procedures and general information at any time without prior notice, according to policy; all new and revised policies are posted on appropriate and designated student bulletin boards, for a defined period of time or students receive electronic notification of new or revised policies. Additionally, changes will be made on the website version. Students are expected to remain informed by checking the school's website regularly at www.bhclr.edu.

STATEMENT REGARDING STUDENT HANDBOOK

Students enrolled in the Baptist Health College Little Rock are responsible for information contained in the current Student Handbook and current Catalog. Students enrolled in a program of study are expected to comply with all policies of: a) Baptist Health College Little Rock, b) all institutions with which the schools are affiliated, and c) the respective program of enrollment. Additional details of policies that specifically pertain to a student's specific program of enrollment are applicable and are located herein in the programs respective School Specific section.

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Patient Care Technician Student Handbook

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Patient Care Technician Program

New Student

WELCOME

On behalf of the entire healthcare community and Baptist Health College Little Rock (BHCLR) welcome! You have made a huge step of faith joining this program. Your acts of service, knowledge, compassion, and communication skills will have the opportunity to shine brightly the next 22 weeks.

Please read this handbook in its entirety, for you are held accountable for the information it contains. If at any point during the program you need clarification, please reach out to the program director.

May you find happiness and fulfillment in this profession and acquire not only the skills and knowledge necessary for a successful career but also those which will lead to your cultural and intellectual advancement.

Sincerely,

Courtney Walthall, LPN
Program Director
Patient Care Technician
Baptist Health College Little Rock

Introductory

PROGRAM HISTORY

The Patient Care Technician Program was established in 2021. The need to build a stronger healthcare team in Arkansas was never more prevalent than the year of the 2020 COVID-19 Pandemic. In this program you will earn certificates in three fields of study.

You will gain the knowledge to become a Certified Patient Care Technician, Certified Phlebotomy Technician, and Certified Electrocardiogram Technician. With these tools you will be one of the most crucial assets to the healthcare field.

PROGRAM OVERVIEW

The school exemplifies the philosophy and values of Baptist Health (BH) by emphasizing the values of Service, Honesty, Respect Stewardship, and Performance, and by a commitment to providing quality patient care.

Christian beliefs, attitudes, and spiritual perspectives as they apply in providing care for the ill are emphasized, as well as personal and professional conduct.

The faculty is committed to providing entry level job competency graduates to the healthcare community by promoting high standards of education and for the professional development of students.

The program of study consists of 22 weeks of instruction online, face to face, and in the clinical setting.

MISSION STATEMENT

Baptist Health College Little Rock, a part of Baptist Health Medical Center-Little Rock, shapes the health of Arkansans by educating and mentoring healthcare professionals with excellence and Christian compassion.

The school provides a learning environment to the student through classroom theory, distance education, skills laboratory and clinical experiences which are inclusive of the Baptist Health Values of Service, Honesty, Respect, Stewardship and Performance with a commitment to providing quality patient care.

VALUES

The BHCLR-PCT supports the values and the Code of Ethical Conduct of Baptist Health. These Christian values of Service, Honesty, Respect, Stewardship and Performance provide the framework for all operations within the school.

PHILOSOPHY

BHCLR-PCT as an educational unit of Baptist Health supports Baptist Health Philosophy, Belief, Mission, Values, and Vision Statement and those of affiliating institutions.

The school strives to prepare graduates who demonstrate professional behaviors in the role of Patient Care Technician. Emphasis will be placed on communication skills and interpersonal relationships on the healthcare team.

Education includes classroom, distant education, skills laboratory, and clinical learning experiences which will ensure the acquisition of knowledge and skills necessary to provide quality patient care. The BHCLR-PCT faculty is committed to providing an environment which enables the learner to acquire the knowledge and skills needed by the Patient Care Technician. The faculty strives to recognize and accept the differences in needs and learning abilities of the individual student.

We believe education is a life-long process and the dynamic nature of healthcare causes education to be a continuous process.

Service - students are expected to have a desire and commitment to serve others.

Honesty - students are expected to adhere to the moral values of fairness, integrity and honor in all relationships.

Respect – students are expected to treat all individuals with courtesy, thoughtfulness and dignity, compassion and concern.

Stewardship – students are expected to use talents and resources in an effective and efficient manner.

Performance – students are expected to perform at the highest possible level but never at the expense of the values of the organization. This includes initiative, dedication, talent and knowledge tempered by common sense. Innovation and progress should prevail over complacency and mediocrity.

BELIEF

The BHCLR – Patient Care Technician Program shares the values of Baptist Health. Baptist Health is more than a business; it is a healing ministry. Our healing ministry is based on the revelation of God through creation, the Bible and Jesus Christ. At Baptist Health, care of the whole person, body, mind and spirit, is an expression of Christian faith. We are instruments of God’s restorative power and are responsible for giving compassionate care.

OUTCOME GOALS

The outcome of this program is

1. To create a culture of compassionate care by listening to our patients, responding to their need with prompt attentiveness, and taking the initiative needed to meet the needs of the patient and health care team.
2. To develop the skills needed for professional communication with a diverse patient population.
3. To perform infection control practices in a health care setting.
4. To master the skills of phlebotomy.
5. To perform and interpret 12-lead electrocardiograms, ambulatory monitoring, stress testing, and telemetry.

STANDARDS

The school is comprised of faculty, students, support staff and a program of studies which offers learning experiences that strives to prepare students for entry in the role of Patient Care Technician. Faculty are responsible for planning, implementing and evaluating the total program of studies.

STUDENT PROFESSIONAL DEVELOPMENT

Overall student behavior should reflect development and incorporation of BHCLR-PCT Values, a positive and cooperative attitude, capability to benefit from counseling or advising services, compliance with policies of BH, BHCLR and BHCLR-PCT, fulfillment of faculty expectations and demonstration of an understanding of the professional role on the health care team.

Development Expectations

1. Act as a responsible and contributing citizen and student.
2. Apply academic and technical skills in learning opportunities.
3. Communicate clearly, effectively and within reason.
4. Consider the impacts of your decisions and present a professional demeanor at all times.
5. Demonstrate creativity and initiative.
6. Utilize critical thinking by recognizing and solving problems.
7. Model integrity, ethical leadership and effective time management.
8. Apply universal precaution for safety and infection control in patient care settings.
9. Demonstrate employable skills required by business and industry.
10. Continuously present in a professional image through appearance, behavior and language.

ADMINISTRATION, FACULTY, AND STAFF

Baptist Health Executive Officers

Troy Wells, CEO, Baptist Health

Duane Erwin, COO, Baptist Health

Baptist Health Medical Center- Little Rock Executive Officer

Greg Crain, President, BHMC-LR

Baptist Health College Administration

Dr. Judy I Pile, Ed.D, Chancellor

Laura Hamilton, MSNc, RN, Dean of Nursing

Susan Brock, DNP, RN, Coordinator, Schools of Nursing

Faculty

Courtney Walthall, LPN, PCT Program Director

Kristi Fonner, BSN, RN, PCT Adjunct Faculty

Justin Mitchell, LPN, PCT Adjunct Faculty

Faculty Phone

202-6621 Office 1118

BHCLR PROFESSIONAL STAFF

John Ramsay, Senior Systems Administrator

Lafanta Jackson, Student Services Desk

Jamie Clark, Ed D, Campus & Financial Services Coordinator

P. Hope Coleman, Ph.D, Academic & Spiritual Counselor

Richard Growsns, Systems Administrator

Natalie Martin, MS, Financial Aid Administrator
LaQuinta Fleming, BS, Financial Aid Advisor
Melanie Strawn, MS, Enrollment Coordinator

BHCLR SUPPORT STAFF

Sharon Eubanks, Chancellor Secretary
Bethany Griffis, School Support Staff
Jamie Ramey, Accounting Specialist II
Sharon Eubanks, School Support Staff
Vanessa Wilson, AA, Accounting Specialist III

ADMINISTRATIVE SERVICES

School administrative staff provide numerous student services free of charge to the student (except for official transcripts). A student needing such services is required to:

1. Obtain the Administrative Service Request Form from the rack in Suite 1004 or Transcript Request form from the Business Office. These forms can also be found at www.bhclr.edu
2. Submit completed form to designated staff.
3. Administrative staff will follow through with fulfilling the request for the student; two (2) weeks is the usual time period needed to complete most requests.

ACADEMICS

ACADEMIC ADVISING

Faculty serve as academic advisors to students. A student is notified of advisor assignment at the beginning of the course. A student is expected to contact his/her academic advisor within 2 business days to schedule an appointment for any failing examination grade. Faculty advisors may contact the student to arrange for conferences as needed. Advisees are welcome to reach out to your assigned advisor by email to schedule an appointment at any time for academic concerns. Students with concerns beyond academics are referred to the Academic and Spiritual counselor.

ACADEMIC PROGRESS

It is the primary responsibility of a student to learn the maximum. It is the primary responsibility of the faculty to evaluate the extent of that learning. It is the primary responsibility of the school to provide a teaching and learning environment and promote a culture that ensures student maximum learning.

GRADING

THEORY GRADE

1. Faculty evaluate student learning and assign a final theory grade at the end of the course based on student achievement of course objectives in the classroom.
2. Final Theory Grade is assigned according to the Grading scale below:

Theory grading scale.

Grade	Percent Range	Quality	Value
A	94-100	Outstanding	4

B	86-93	Above Satisfactory	3
C	77-85	Satisfactory	2
D	70-76	Unsatisfactory	1
F	0-69	Failing	0
I	0	Incomplete	0
W	0	Withdrawal	0
WX	0	Administrative Withdrawal	0

3. To determine the Theory Grade of a course, the following process is used:

3.1 Total Points Possible for theory examinations for each course are determined by the faculty.

3.2 The faculty prepares a key with correct item responses, which is then compared to the student's responses. The number of incorrect responses is counted, and subtracted from the total number of points possible (questions) on the exam, resulting in a raw score. This raw score is then divided by the total points possible to determine the percentile grade for the exam. (See example below):

3.3 At course end, all percentile scores are summed and divided by the total number of exams to achieve a final exam percentile.

4. Course faculty may use theory examinations, course assignments and/or a final exam to determine the Final Theory Grade. The following process is used:

4.1 Theory exams constitute 80-90 percent of the theory grade. The comprehensive final exam given in each course constitutes 10-20 percent of the theory grade.

5. To determine the Percent Score of an examination, final examination, or assignment.

5.1 The Percent Score is calculated using the following process:

5.2 A Raw Score (RS) is first determined by use of an instructor prepared key and the students answers on the examination. The number of incorrect answers are counted, and subtracted from the total number of items (questions) on the exam, resulting in a raw score:

Example: 50 items on the exam or assignment
 10 incorrect responses
 40 Raw Score

5.3 The Raw Score is divided by the number of possible points on the examination or course assignment and carried to the 3rd decimal place.

Example: raw score of 79 (79/102) = 0.774
 Possible score 102

5.4 The decimal score which was carried 3 places to the right of the decimal is then multiplied by 100 to obtain the Percent Score (PS)

Example: 0.774 x 100
 77.4% Percent Score

5.5 The percent score is then rounded to the nearest whole number.

Example: 77.4% = 77%

5.6 The Percent Score is recorded as the theory grade for the Comprehensive Final Examination or Course Assignment.

Example: 77%

6. To calculate the Course Examination Percent Score Average (CEPSA) the following process is used:

6.1 All percent scores on course examinations are summed.

Example: 77% Exam 1

79% Exam 2
90% Exam 3
246% Sum of Examination Scores

6.2 The sum total of the Course Examination percent scores is divided by the number of required course examinations and carried to the 10th place and then rounded to the nearest whole number. If the score is 0.5 or greater round up, and if it is less than 0.5 round down.

Example: (246) 3 = 82 (CEPSA)

7. To calculate the weighted score to determine the Final Theory Grade the following process is used:

7.1 Multiply the Course Examination Percent Score Average by the predetermined weighted percent The score obtained is carried to the 10th place and rounded to the whole. If the results are 0.5 or greater round up, and if it is less than 0.5 round down.

Example: 82 Course Examination Percent Score Average
x 0.90 Predetermined Weighted Percent
73.8 (decimal form)
73.8 = 74 Course Examination Weighted Score

7.2 The Course Examination Weighted Score is added to the Comprehensive Final Examination Weighted Score when these are the two weighted scores used to determine the Final Theory Grade.

Example: 74 Course Examination Weighted Score
8 Comprehensive Final Examination Weighted Score
82% Final Theory Grade = C

8. The Final Theory Grade is recorded on the Final Course Grade Record to be used in determining the Final Course Grade.

9. A Final Theory Grade of 77% or above is required for promotion.

SKILLS & CLINICAL LABORATORY GRADE

Faculty evaluate student learning in the Skills & Clinical Laboratories and determine Final Laboratory grades to be assigned at the end of the course. The grades are based on professional faculty judgment of the student's achievement of the behavioral indicators which measure each course outcome. Each set of Skills must be passed before progression to the Clinical setting.

The student's performance is assigned a quality performance rating symbol using the following:

Quality Performance	Rating Symbol
Satisfactory Progress	SP
Unsatisfactory Progress	UP
Incomplete Progress	IP
Not Applicable	NA
Not Observed	NO
Opportunity Not Available	ONA

The faculty review the rating symbol assigned to each objective outcome and after analysis determine an indicator final rating (IFR) for each objective outcome. An IFR of SP is required in order to proceed.

INCOMPLETE GRADE

1. The assignment of an incomplete grade is at the sole discretion of the faculty. An incomplete "I" grade indicates the student has not yet fulfilled course requirements and that either additional course work is needed or make-up work is to be completed. A final judgment and final grade determination of the students' performance or progress is made after the student fulfills the specified course work.
2. The incomplete grade must be cleared by satisfactory completion of all course work designated in writing and within the established time frame set by the faculty.
3. If the incomplete grade is not cleared as described, the "I" shall be converted by the faculty to a final grade of "F".
4. All policies related to expenses incurred by the school associated with a student's clearance of an incomplete grade apply. The Bookkeeper must be contacted by the student for information and payment of the fee. Payment must be made prior to beginning the specified course work. Personal checks are not accepted. The receipt is displayed to the faculty member when the course work is submitted or to the proctor prior to the taking of an examination.

EXAMINATIONS/QUIZZES

All students are required to take every examination as scheduled. Students who are absent for a course examination will be required to take a make-up examination as scheduled by the Program Director to replace the missing grade. Examination(s) or quizzes missed due to unexcused absences (excused absences include: death in immediate family, hospitalization, jury duty, court, military service) will result in a score of zero (0) for the missed examination and/or quiz. That score of zero (0) will be calculated as such in computation of the theory component. Communication with Program Director is required prior to date and time of exam. Official written documentation (doctor's note, court documentation, obituary, etc.) of reason for missing must be provided immediately upon return to campus. While official written documentation is required, that does not necessarily excuse payment for make-up examinations. If no prior communication is made and/or no official written documentation is submitted, the missed examination will be recorded as a zero (0) in the gradebook and there will be no make-up examination opportunity. Students will only be allowed to replace one examination with a make-up test.

Daily or "pop" quizzes may be administered at any time by course faculty. Make-up for quizzes will not be administered.

Examinations and quizzes remain property of the school. Students are not given copies of the examinations or quizzes. Examinations and/or quizzes may not be photocopied or reproduced in any manner.

Students scoring below 77% on any examination are required to schedule an appointment with assigned advisor within two (2) days of posting of examination grade.

Students are required to take certifying exams at the end of the program.

Examinations and quizzes are administered either by course faculty, adjunct faculty, test proctors, program coordinator, or others as designated in compliance with school policies.

Students will be instructed how to access the examination software and the procedures necessary to complete the exams specific to the testing day. Any student found in any other files, directories, programs, etc. will be interpreted as cheating.

BHCLR student identification badge must be worn in order to take examinations/quizzes. Student identification badge, worn on upper left chest area, with picture facing out, is required before entry into the examination room and before taking examination or quiz.

Books, electronic devices, cell phones, smart watches, backpacks, purses, and other personal items are placed either in student locker, or car trunk.

A late arriving student will be seated by course faculty, adjunct faculty, Semester Leader or Coordinator. Examination will begin and end promptly at scheduled time. A late arriver will not be allowed to enter the classroom for testing if a classmate has exited the examination room prior to their arrival. If the student is over 15 minutes late for the scheduled exam, they may not enter the classroom to take the exam. No additional time will be allowed to complete the examination for late arrivers.

If a student must exit the exam room during an exam they must raise their hand and receive permission. There will not be any additional time allowed for the exam.

Student will be prepared for examination by bringing a sharpened #2 pencil.

No food, drink or other items will be permitted on student desk during examinations/quizzes.

BHCLR-PCT examinations are the property of the school and only viewed by students for administration of the examination or for review. Student(s) are not given copies of examinations and examinations may not be photocopied or reproduced in any manner.

Cover sheets and scratch paper will be provided, if indicated.

Examination review will be scheduled by semester leader or course instructor. Examination review is held for the purpose of giving correct answers to the examination items. Students will have five (5) days from the test review date to review any questions they do not understand with the faculty member that taught the content or with their advisor. The review opportunity is for the purpose of understanding the material or for assistance in improving study or test-taking skills. After the five (5) days from test review, the examination will not be available for students.

ATTENDANCE

Student attendance, absence and tardy are described in the following summarized policies:

Regular and prompt attendance at all scheduled learning experiences is required in order to meet the requirements and objectives of each course and professional development. Student attendance is cumulative and is recorded for the entire length of the program, not by course, therefore absence and/or tardy in any course contributes to absence and/or tardy for the length of the program.

Number of absences and/or tardy, as well as patterns of absence and /or tardy from learning activities will be monitored. Excessive absences and/or tardiness will result in corrective action up to and including suspension and/or dismissal from the program.

An attendance record is maintained on each student and is the official record of student attendance. The attendance sheet must be initialed (classroom)/signed (clinical) by the student during scheduled learning activity. It is the student responsibility to sign the attendance sheet upon arrival to clinical and initial it hourly during classroom activities. The attendance sheet is not altered after the date located on the attendance sheet. Student initialing/signing attendance sheet for another individual or signing ahead of designated time will be subject to corrective action. Tardy student writes time of arrival on attendance sheet.

Attendance at scheduled learning experiences during inclement weather, including winter storms is expected unless otherwise notified by faculty or school official. The process described in the Inclement Weather policy in the Student Handbook: General Section is followed.

An absence of five (5) consecutive school days without proper notification to course faculty will result in administrative withdrawal of the student by the school.

Student is required to notify class or clinical instructor, for all absences. Absence must be reported by student unless the student is medically incapacitated to the point that he/she cannot communicate. Student notifies assigned clinical instructor, in person, by telephone, voice-mail, or pager, prior to the scheduled class, clinical or activity starting time. Failure to adhere to proper notification, repeated absences, and/or tardiness will result in progressive corrective actions.

Student who is absent from classroom or scheduled clinical learning experiences due to illness, accident or medical condition which interferes with ability to perform essential functions will be required to provide official documentation of clearance, from intervening professional, prior to resuming study. Student with limitations or restrictions which interfere with ability to perform essential functions will not return to class and/or clinical until clearance documentation, from intervening professional, is received.

Students with stated limitations or restrictions may not return to class/clinical until these limitations or restrictions are lifted or "if reasonable accommodation" can be made as determined by the school. Extended absence, limitations or restrictions in excess of five (5) days will necessitate student withdrawal and repeat of courses. Refer to reentry policy contained herein.

Excused absence, as defined herein, must be verified with official written documentation in order to be officially excused. Official documentation must be submitted to assigned class or clinical instructor prior to returning to the next scheduled class, clinical or learning activity in order to return to school. Failure to provide documentation according to established guidelines will result in absence being unexcused.

Up to three (3) days funeral leave may be granted by coordinator or designee upon the death of a member of the student's immediate family. This includes mother, father, child, husband, wife, brother, sister, father-in-law, mother-in-law, grandparent, or grandchild. If approved funeral leave days are excused, they will not be counted against total days missed. Student makes written request to coordinator for absence due to a death in the immediate family, to be excused as funeral leave. Refer to examination policy located herein, regarding missed examinations. Verifiable documentation of death of

immediate family member may be required and submitted to course faculty when returning from funeral leave. Student and faculty plan make-up assignments. Student will not be charged for make-up work in the event of approved funeral leave.

Clinical Absence:

Student is required to report clinical absences to assigned clinical instructor before 0645. Absences must be reported by student unless the student is medically incapacitated to the point that he/she cannot communicate. Student may not stay in clinical if more than one (1) hour late. Leaving clinical learning experience prior to designated release time will count as hours absent.

A student cannot miss more than eight (8) clinical hours in the semester or they fail to pass the clinical aspect of the program. There will only be one (1) clinical make up day offered.

Clinical make up day equals eight (8) hours. Clinical make up fee is \$10.00 per hour and is payable to BHCLR Business office prior to scheduled make up. Student must bring paid receipt to clinical instructor prior to scheduled clinical make up.

MAKE-UP CLINICAL

The opportunity to make-up missed clinical may be available to an absent student. Faculty and students have the primary responsibilities in the make-up clinical work. Faculty have the discretion in permitting the student to makeup missed clinical. The student has the responsibility to follow-through and succeed. Two factors have paramount importance in the consideration of a make-up request: the student follow-through with policy regarding the absence and the student's previous attendance record. All absences are subject to verification by faculty or school administration. A fee is charged to offset the school's expense associated with the make-up work or examination preparation, proctoring and grading. The following process is followed:

1. The student completes the make-up course work request form obtained from the forms rack in Student Services, Suite 1004.
 2. Submit the completed form to the respective faculty for consideration and action.
 3. If approval is granted, the student pays the required fee established by administration to the Business Office and obtains a receipt.
 4. The student displays the receipt to the course faculty.
 5. Course faculty have full authority to approve a student request to make-up a missed clinical. A student with a pattern of missing clinical may be denied approval.
 6. Failure to attend, prearranged make-up on the day and time designated by course end will result in an absence for that day and potential failure to progress.
 7. Make-up fees are established by the Business Office with faculty input. In general, the fees charged are based on the administrative cost per hour for examination make-up and per clock hour for clinical time made-up.
- 7.1 Students are not charged the make-up fee in the following circumstances:
absence occurred as a result of faculty instructing student to leave learning activity related to student health issue, absence supported by physician or nurse practitioner documentation, death of immediate family member, hospitalization of student, court appearance or jury duty, military purposes.

Classroom Absence:

Student is required to attend 85 % or greater of scheduled classroom learning experiences in order to meet course requirement of satisfactory attendance.

Excused absence: An absence which does not count against a student attendance record, limited to; court appearances, military duty and approved funeral leave for immediate family member (spouse, parent, brother, sister, child, grandparent, mother or father-in-law), and unanticipated, unavoidable, accident or illness resulting in student hospitalization.

Unexcused absence: Absence which counts against a student attendance record; including (but not limited to) absence due to minor illness, medical condition or a physician's, nurse practitioner's; or advanced practice nurse's order.

Tardy: Failure of student to appear at scheduled learning experience at designated start time. For purposes of attendance, one (1) minute - one (1) hour equals a tardy.

Extended absence, limitations or restrictions in excess of five (5) days will necessitate student withdrawal and repeat of courses. Refer to reentry policy herein.

BREAKS AND MEAL TIMES

Break and meal times are provided for the students; however, patient safety and care may require a rescheduling at times.

The usual time frame follows:

Classroom: Break: ten (10) minutes between classroom instruction hours.

Meal: one (1) hour.

Clinical: Break: one (1) twenty minute

Meal: forty-five (45) minutes.

To ensure continued patient care and safety, students are required to report to the responsible faculty prior to leaving on break or meal and on return to the clinical unit after break or meal. Breaks are not taken consecutively with meal time.

CLASSROOM BEHAVIOR EXPECTATIONS

Baptist Health College Little Rock faculty strive to maintain an environment that is conducive to learning. As a student progresses through the course, the faculty expects, from the student, behaviors that exemplify Baptist Health Christian values of Service, Honesty, Respect, Stewardship, and Performance. Further, there is the expectation of the highest standards of civility, professionalism and cooperation during conducting of business both inside and outside the classroom. Students are to conduct themselves in respectful and professional manner in academic setting at all times. Faculty has the authority to enforce Classroom Behavior Expectations, including but not limited to sending the student out of the learning activity.

Student is to be in their seats and prepared for classroom activities 10 minutes prior to start of class time.

Student is to be in full uniform at all times on campus and at clinical sites. This includes wearing id badge on left lapel at all times with photo, name, and title visible at all times.

Student is to address faculty by surname and not first or given name.

Student is accountable for all materials presented in each scheduled learning activity including but not limited to handouts and required readings. Preparation for learning activity includes reviewing the objectives and completing the required readings and assignments prior to class or learning activity.

Student is expected to listen and follow directions without continued faculty prompting and respect the rights and property of others.

Student is to refrain from academically dishonest behaviors, including but not limited to cheating on examinations, removing examination booklets from the testing room, photographing examination items, or reconstructing examination items after the examination.

Student is to refrain from disruptive behavior(s) in the classroom. Disruptive behavior is identified as anything that disturbs other students or faculty during the learning experience.

Student is allowed to record lecture with permission from presenting faculty member.

Student is not allowed to have any personal smart device on self during testing, quizzes, or examination reviews.

Student is to have personal devices on silent on campus or in clinical setting.

Student is to use personal device on break and meal times only. This includes texting, checking social media, returning/receiving calls, and listening to videos or music.

Dominating classroom discussion, interrupting or belittling other students, challenging faculty authority, arguing, making offensive remarks or other inappropriate means of communicating are not allowed. Faculty has the authority to remove the student from the learning experience as necessary.

Activities that demonstrate overt inattentiveness are disruptive to the classroom learning experience and should be avoided. These activities include, but are not limited to: Sleeping during class, reading material that is not relevant to learning activity, conducting other activities during class, staying too long for breaks and returning late, or making disruptive noises.

CLINICAL LABORATORY EXPECTATIONS

Policies related to student conduct in the clinical laboratory are fundamental to patient or student safety and necessary for a high quality of service and overall operations within the clinical area. The following policies are in effect beginning with the first scheduled clinical day.

1. Permission must be obtained from assigned clinical faculty or respective staff nurse before leaving the assigned clinical laboratory unit. Permission must be obtained from the Semester Leader or Coordinator before leaving early from a class or clinical; failure to do so shall result in corrective action by the school.
2. Student identification badge must be worn at all times on upper left shoulder area, with photo, name and title visible. Failure to wear identification badge as required will result in corrective action by the school.
3. Food or beverages are not permitted in the clinical laboratory except in cafeteria.
4. During clinical laboratory, use of cell phones and/or pagers is not permitted. If a student carries a cell phone and/or pager while in classroom or clinical, the devices must be turned "off". The use

of electronic devices with camera or videoing ability is not permitted. Failure to adhere to expectations will result in corrective action by the school.

5. The clinical instructor is responsible for the clinical education and conduct of assigned student(s). Directions for patient care from the responsible staff must be followed in order to maintain safety and continuity of patient care: not to do so, shall result in immediate and severe corrective action by the school.

6. Permission must be obtained from the responsible staff or clinical instructor before going on break: one (1) break in morning, time allowed for break is twenty (20) minutes.

7. Meal breaks are for forty-five (45 minutes). A student may, on occasion, be asked to delay meal or break to assist in cases of emergencies. The evening shift meal break is approximately around 1800 p.m.

8. Gum chewing is not permitted in clinical laboratory.

9. Books and personal articles may be stored in lockers if available in the clinical area; however students are encouraged to keep these items off the unit so they do not interfere with patient care.

10. Student is not allowed to have personal visitors while in the clinical laboratory area.

11. Student is expected to report immediately any accident or error to the assigned clinical instructor of the area regardless of how minor it might seem to be.

12. During the clinical laboratory practice, the student is under direct supervision of a Registered Nurse (RN) and/or the Clinical Instructor. The student is responsible for informing the Semester Leader and their respective Coordinator if direct supervision does not occur. Student direct supervision consent forms are signed by the student before clinical rotations begin and are kept in the Student Record.

13. When the clinical staff is not busy, the student is expected to check with the clinical supervisor in charge, for additional clinical assignments and learning experiences.

14. Students are required to be in their assigned clinical area either before or at their scheduled time. Arriving past the scheduled time is a tardy.

15. When the student is in a clinical laboratory requiring surgical attire, the student must wear lab coat over the scrubs when leaving the area. Surgical attire shall not be worn out of the department or hospital.

16. Students are not permitted to be on the Internet during the clinical rotation unless assigned to do so by the clinical instructor.

17. All student assigned practice and learning rotations in a clinical laboratory setting shall arrive in dress code, on time, remain on site, take breaks and meal times and depart from clinical site according to school policies, student handbook and course requirements as reflected in the course syllabi for the course in which enrolled (policy clinical requirements).

18. Supervising clinical faculty will ensure that the student assigned a clinical rotation abides by the above policy.

19. Student must give "report" on assigned patient status and care to staff or instructor before leaving the clinical area. Permission to leave clinical site must be obtained from Instructor or designee prior to leaving.

20. A final "report" must be given to the staff responsible for the patient prior to departing the clinical area and the facility at the end of the clinical assigned time.

20.1 The report must include all care provided by the student to assigned patient.

20.2 Status of patient's condition.

20.3 Other as indicated.

21. If a clinical instructor or clinical supervisor directs the students to remain in the area or in the facility, beyond the clinical assigned time, the student must remain until released to leave. This is especially true in the following situations:

- 21.1 Assigned patient's condition warrants,
- 21.2 Theft of property (patient, employee or others),
- 21.3 Missing portion(s) of assigned patient's medical record,
- 21.4 Time of "Disaster" as defined by Baptist Health, and
- 21.5 "Dr. Red Stat" period.

22. Additional requirements not reflected herein, may be found in a respective nursing course syllabus.

23. In situations regarding patient safety and care provided by a student, and the student and instructor have left the facility, they must comply with the facility's request, up to and including return to facility to document etc.

23.1 Other situations as deemed necessary by the assigned clinical instructor.

24. Student provides the care required for assigned patient(s) according to level of learning and competency, or as directed by clinical instructor.

25. Students are only to access EPIC in the clinical setting. Students are not to access EPIC from off campus or from home.

DRESS CODE: CLASSROOM/CAMPUS/CLINICAL/SKILLS

Attire while participating in any learning activities the student must be in compliance with the following code and with the BHCLR Dress code, as described in the Student Handbook: General Section. Faculty firmly enforce the codes and apply corrective action for non-compliance.

Noncompliance with required dress code will result in inability to attend learning experience and will result in corrective action.

BHCLR-PCT specific dress code policies are identified as follows:

Students are required to wear Olive scrub attire while on campus and during all scheduled classroom, computer laboratory, clinical, and skills laboratory activities. Scrub attire must be neat, clean, in good condition, and have a professional fit, including but not limited to no tight fitting, gapping, low rise pants etc. Decorative trim or "piping" is not acceptable.

Tee shirts: Students will be allowed on specified campus days to wear any official BHCLR top given to them by the college or any official/approved program specific top purchased by the student, with scrub pants appropriate in color to their program.

Jacket: Plain Olive or Black front zipped jackets or Olive lab coats may be worn over Olive scrub top. No extreme logos. No pull-over-the-head jackets or sweat shirts are allowed. No hoodies. No denim.

Hose/socks: When hose or socks are worn with pants or a dress, they must be without ornamentation, i.e.: bells, beads.

Shoes: Shoes must be white, all leather or leather-like with enclosed heels and toes. Shoes must be clean. Clean white shoelaces are worn as appropriate for shoe style.

Hair: Hair must be neat and clean and reflect a professional appearance. Style and color may not be extreme. Hair must be of a natural color; colors including but not limited to green, blue, purple etc. are not acceptable.

Nails: Nails must be clean, shorter than one quarter (1/4") of inch in length. Nail polish allowed includes clear or pale opaque colors. Nail art, or artificial nails are not allowed.

Cologne/After Shave: No scented colognes, perfumes, after shaves, lotions, or other strong odors are acceptable.

Jewelry: Wedding band or rings; wedding ring is acceptable. No earrings past ear lobe are allowed, small studs only in ear lobe not exceeding 2 per ear lobe. Visible skin ornamentation/jewelry as identified in Campus/Classroom Dress Code policies is not acceptable. A watch with second hand is allowed but no smart device watches.

Tattoos: Tattoos must not be visible at any time.

Identification badge: Student identification badge is worn at all times and is to be worn on the upper left shoulder area with the picture facing out. Decorative stickers or pins worn on the badge are not acceptable. Temporary badges are available at the front desk.

The following items are not acceptable:

- * Full head covering of any type.
- * Sunglasses
- * Extreme visible skin ornamentation/jewelry worn on areas, including but not limited to mouth, nose, tongue, or eyebrows. Ear lobe expanders or gauges of any size are not acceptable. The face and head are to reflect a professional appearance.
- * Denim of any kind is not worn.

EDUCATIONAL PLAN

A student's educational plan serves as a guide for the sequencing of the required courses reflected in the program of study. Faculty members assist the students in the development of the plan before the selected applicant begins classes. Changes in the plan may be requested in writing and submitted to the Coordinator prior to registration. Student must have coordinator's written approval prior to deviation from the educational plan. Student deviation from the approved educational plan may result in inability to complete the program of student within identified timeframe.

PROGRESSION AND PROMOTION

Progression and promotion policies give direction for the retention of high quality student, as he/she progresses through the program of studies. In addition, the individualized Educational Plan received on entry serves as a "roadmap" and must be followed as written.

A student is expected to satisfactorily fulfill requirements and follow guidelines for each course as identified in the course syllabi and packets in order to progress within, promote through and graduate from the program of study.

1. Course requirements include clinical laboratory, if applicable, nursing skills laboratory, if applicable and theory grades, course objectives, special assignments, attendance and other projects and activities, etc. as assigned. See specific course syllabi.
2. The minimum final grade in all courses for progression is a 'C' (77%) in theory and "S" in the clinical laboratory and if applicable nursing skills laboratory.
3. Each student receives an Educational Plan that must be followed to ensure progression and promotion through the program of study and graduate on schedule.
 - 3.1 If a student does not follow the Educational Plan their status will be changed by the coordinator from full-time to academic suspension.
 - 3.2 If a student chooses to not follow the Educational Plan, and does not receive

written approval from respective coordinator for the change, neither progression nor promotion will occur, until the student provides evidence that he/she is in compliance with the Educational Plan.

3.3 Written approval to deviate from the Educational Plan from the respective coordinator is required. Otherwise, the student's continuation in the program and planned graduation is at risk.

4. A student who does not achieve the minimum required grade of 'C' in a nursing course, and later on does not achieve the minimum final grade of 'C' in the same or a different nursing course may not continue in the program and will not be eligible for reentry.
5. A student who does not achieve a final grade of 'C' in a required general education or science course, repeated once will be reviewed by the appropriate selection committee for continued enrollment.
6. A student who does not achieve the minimum required grade of 'C' in a repeated nursing course will be reviewed by the selection committee for continued enrollment and reentry. The final grade considered is the grade made prior to grievance or remediation.
7. A student who fails to achieve a final course grade of 'C' (77%) in a repeated nursing course the second time will be academically dismissed.
8. A student who fails to achieve both a final course grade of 'C' (77%) in a nursing course, and subsequently fails to achieve a final course grade of 'C' (77%) in a different nursing course will be academically dismissed.
9. Criminal background checks (Arkansas and FBI) are completed at designated times during the year (to comply with clinical facility requirements).
10. Progression or promotion is possible on outcome of Academic Grievance with an amended grade.
11. A graduate candidate achieves graduate status after all requirements for graduation are fulfilled.

PROGRAM EFFECTIVENESS

It is paramount that the school maintains an ongoing program effectiveness evaluation process. Several factors comprise the process, primary being student and graduate outcomes; faculty teaching effectiveness; curriculum evaluation(s); school policies; employer satisfaction with graduates and approval and accrediting outcomes. Thus, students and graduates have an important role in the measurement of program effectiveness

Students evaluate each course instructor, course content, and clinical site through use of evaluation forms. The evaluations are managed according to BHCLR Policy and established process. The student is assured of anonymity, thus encouraging his or her participation in the evaluations. If a student is of the opinion that the process should be improved the director of BHCLR welcomes suggestions for improvement.

The processes, summarized, presents an objective process through which students provide subjective data in the measurement of teaching behaviors and course evaluations. At course end, evaluation forms are available for a designated time period. Each student enrolled in a Baptist Health College Little Rock (BHCLR) course is required to complete the respective course, faculty and clinical site evaluations prior to receiving a final course grade.

Seniors provide additional data through an established process.

Commencement

Requirements for students choosing to participate in Commencement Ceremony.

BHCLR will hold two annual commencement ceremonies, in June and December.

Each student must fulfill established requirements for graduation from the program.

1. Meet Progression and Promotion requirements for Program of Study.
 2. Graduate candidate status conferred by faculty.
 3. Complete Educational Plan as scheduled.
 4. Take all required standardized examinations, complete required remediation, if applicable and make the required score on the final National Standardized examination.
 5. Complete Graduate Clearance Process.
 - 5.1 Financial account: No outstanding balance with BH or BHCLR.
 - 5.1.1 Only cash, money order or certified check, no personal check, is accepted within thirty (30) days of graduation.
 - 5.2 School Office: Completion of class officer clearance form, if applicable.
 - 5.3 Learning Resource Center and BHMC Library: Return all books and reference material to the Baptist Health libraries or learning resource center.
 - 5.4 Identification badge: Returned.
 - 5.5 BHCLR Counseling Center: No outstanding balance.
 - 5.6 Parking Fine(s): No outstanding balance.
 - 5.7 Curriculum complete: Satisfactory demonstration of Program Objectives, Essential Functions and Technical Standards. Curriculum completed according to Progression and Promotion Policy.
 - 5.8 Computerized charting: Password removed.
 - 5.9 Locker Clearance: Locker clear and lock removed.
 - 5.10 Graduation requirements complete.
 6. Have class and individual composite pictures taken.
 7. Participate in the Commencement Ceremony, wearing approved attire and following dress code guidelines, as required based on month of Graduation.
 8. If a permanent resident, submit current documents so reflecting.
 9. The school's diploma and transcript are not to be released until all of the above requirements have been met.
- School Requirements:
1. An additional processing fee is charged if Graduation requirements are not completed on published end of program date.

DEFINITIONS

Academic Advising:

Guiding students during their progression through the Program of Study.

Academic Dismissal:

Administrative termination of student's academic relationship with school.

Academic Probation:

Status assigned indicating student is at risk for continued enrollment in school for academic reasons. It usually carries conditions which must be fulfilled before status is removed.

Academic Suspension:

Removal from school campus for a defined period of time because of academic performance. Counseling, treatment, remedial work and other condition(s) may be set forth before resumption of study is allowed.

Academic Year:

The annual period of sessions of Baptist Health College Little Rock beginning in January or July and Ending in December or June.

Accountability:

Refers to the state of being answerable and liable for the quality and quantity of own actions.

Adjunct Faculty - Non-teaching: One who facilitates fulfillment of the Mission, Goals, and Vision of Baptist Health and Baptist Health College Little Rock by exemplifying the Baptist Health Values, assisting teaching faculty in administering tests to applicants and students and end of course evaluations according to established guidelines.

Adjunct Faculty - Teaching:

One who facilitates fulfillment of the Mission, Goals, and Vision of Baptist Health and Baptist Health College Little Rock by exemplifying the Baptist Health Values and temporarily assisting course teaching faculty in instruction and clinical supervision of students as the need arises.

Administrative Dismissal:

Administrative termination of student's relationship with the school.

Administrative Probation:

Status assigned indicating student is at risk for continued enrollment in school based on performance in academics in student pre-professional development.

Administrative Suspension:

Removal from academics, student development activities and school campus for a defined period of time. Counseling, treatment, remedial work and other condition(s) may be set forth before resumption of study.

Administrative Withdraw:

Status assigned indicating a student's behavior is not in keeping with school policy and values.

Adult Education:

The teaching and learning process that results in knowledge, growth and development in responsible, self-directed individuals.

Advisor:

One who advises, encourages, counsels, cautions, warns, recommends and apprizes students.

Advocacy:

The act of demonstrating Baptist Health College Little Rock's values of Service, Honesty, Respect, Stewardship and Performance while assisting the healthcare system to improve the quality and delivery of healthcare.

Advocate:

One who assists the patient, consumer or client to achieve a state of optimum wellness.

Affiliating Institutions:

An established organization with which Baptist Health and/or College are closely associated. The association may be formal or informal with written agreements.

Attrition:

Voluntarily withdrawn, administratively withdrawn or dismissed no longer eligible to return to study; beyond 1.5 length of program.

Break Week:

A five school day period when students do not attend class or clinical laboratory.

Caring:

A response to others in a manner that expresses awareness and respect for a person as an individual.

Cheating:

A form of dishonest conduct that includes, but not limited to, behaviors prior to, during and after the taking of a course examination; a course work and any other acts that are generally considered to be attempts to give one an unfair benefit of achieving the minimum required or higher score, grade or evaluation.

Christian Values:

Beliefs and standards for living which are taken from the characteristics exemplified in the life of Christ and include but are not limited to the Schools Values.

Class:

A Cohort group sharing the same definite graduation year.

Clinical Laboratory:

An environment which provides actual learning experiences and opportunities to apply theoretical knowledge to nursing practice.

Clinical Laboratory Contact Hour:

A scheduled clock hour of faculty-supervised practice in the clinical laboratory setting in a clinical seminar.

Collaborating:

The interactive relationship among individuals who share the same goals, philosophy and purpose; who understand each other's professional and personal skills; and who value each other's unique characteristics.

Commencement:

The ceremony in which the diploma and the school pin may be awarded.

Commitment:

A complex affective response characterized by a convergence between one's desires and one's obligations, and by a deliberate choice to act in accordance with them.

Communicating:

Passing a message from sender to receiver with the expectation that the information exchanged will be understood as the sender intended.

Community:

Groups of individuals living in an area, having a common interest, or belonging to the same organization.

Competency:

The ability to apply in practice situations the essential principles and techniques of nursing and to apply those concepts, skills and attitudes required of all nurses to fulfill their role, regardless of their specific position or responsibility.

Competent:

Achieved Baptist Health College Little Rock curriculum objectives at a satisfactory level; the ability to practice safely by applying theoretical knowledge through professional skills and tasks according to established standards and principles.

Consistent Progress:

Steady movement toward achievement of course objectives; evidence of progressive personal and pre-professional development.

Consumer:

One who uses the services of the healthcare system.

Consumer Education:

Providing information to individuals or groups who utilize health services to enable them to make decisions about health promotion, maintenance, and restoration.

Contact Hours:

A period of time in which there is instructor-student contact in either the classroom, nursing skills laboratory or clinical laboratory.

Continuous Improvement:

Enhanced value or excellence that is uninterrupted.

Corrective Action:

Action(s) taken by the school or designees to modify or correct a student's unprofessional conduct, may include verbal coaching up to administrative dismissal for cause.

Coordinating:

The process of linking together the various health team members and guiding their activities toward the achievement of mutual goals.

Counseling:

To assist the student to attain optimum personnel growth and development.

Course:

A series of interrelated studies which begins and ends within a defined time frame and may include practical application and/or experiential learning.

Credit hours:

Number of hours credited are based on national standards or formulas established by the schools.

Crime:

All criminal offenses including misdemeanors. Not limited to felonies. DWI is considered a crime by BH and BHCLR.

Critical Thinking:

Skills in reasoning, analysis and decision making relevant to the discipline of nursing.

Culture:

A shared, learned, symbolic system of values, beliefs and attitudes that shapes and influences perception and behavior.

Cultural Sensitivity:

Variations in a population with beliefs, values and traditions which guide behaviors.

Cumulative Number First Time Entry:

Total cohort selected to enter for full -time study.

Curriculum:

Course offerings that make-up the program of study.

Curriculum Cycle:

The time period between which a course is initially offered in an academic year until the course is offered again the next academic year.

Curriculum Plan:

The list of courses, the academic credit they carry and the suggested sequencing.

Customer Satisfaction:

The contentment one experiences from receiving a service.

Developmental Level:

The maturation of an individual determined by life experiences and individual achievements.

Distance Education:

Baptist Health College Little Rock is an educational facility that serves many non-traditional students. Distance education, internet based and hybrid methods of delivery transcend the requirements of face-to-face classes thus providing greater flexibility to allow student participation in classes on their own time. It provides a viable option to the motivated, independent learner. BHCLR uses the following definitions to describe methods of delivery. If a course is a hybrid or distance education course, this information will be provided in a statement following the course description in the BHCLR catalog.

Distance Education Course:

A distance education course is a formal educational process in which all of the instruction occurs when a student and instructor are separated by place and/or time. Instruction may be synchronous or asynchronous and may employ audio, video, or other computer technologies.

Distance Education Technology:

An educational delivery technology that employs an online education software platform. Examples include Blackboard and Moodle educational software.

Educational Plan:

A plan developed for a student enrolled in BHCLR that must be tolerated in order to meet graduation requirements.

Educational Program:

The totality of school activities derived from the philosophy that are designed to achieve specific educational goals.

Educational Unit:

A component of Baptist Health that focuses on classroom instruction and supervised practice in healthcare settings.

Enrolled:

Registration process completed, listed on the initial course roll and attended first class day of nursing course.

Environment:

The sum total of all the conditions and elements that make-up the surroundings and influence the development of an individual.

Essential Psychomotor Skills:

Skills which every student must perform safely prior to progression and/or promotion.

Ethical Principles:

A framework for decision making based on a set of values and a moral code.

Evaluation:

Systematic method of reviewing the planned and implemented scheme or design to assess the attainment of specific objectives.

Faculty (Teaching):

One who facilitates fulfillment of the Mission, Goals, and Vision of Baptist Health and Baptist Health College Little Rock by exemplifying Baptist Health Values, educating students for entry into health professions and participating in Continuous Quality Improvement. Their principal responsibility is to prepare competent graduates.

Faculty (Non-Teaching):

One who facilitates fulfillment of the Mission, Goals and Vision of Baptist Health and Baptist Health College by exemplifying Baptist Health Values, assisting teaching faculty in testing registered nurse applicants and students and participating in admission and recruitment activities.

Families:

Units of interacting persons related biologically and/or non-biologically whose central purpose is to create and maintain a common culture which promotes the physiological, psychological, social, cognitive and spiritual development of each of its members.

First Time Entry (FTE)

Registered for the first time as a nursing student.

Formal(experiences):

Student learning experiences which are scheduled or assigned by faculty.

Full-Load:

Enrolled in the total number of required courses - as reflected in the program of study - offered during a semester.

Full-time Student:

Enrolled in 12 or more credit hours per Fall or Spring semester and 6 or more credit hours per Summer Semester; on graduation track and course load of credit hours may not reflect full-time student load.

Goal:

The desired outcome of effort expended.

Good Standing Status:

Behavior and performance reflect: 1) fulfillment of academic requirements, 2) compliance with school, hospital and agency policies, 3) the Student Honor Code, 4) School Values, 5) Baptist Health Code of Ethical Conduct and 6) no financial obligations outstanding.

Graduate:

One who fulfilled all requirements of the respective Baptist Health School of enrollment.

Graduation:

The awarding of a diploma and the appropriate School Pin signifying the successful completion of the Program of Study and fulfillment of all graduation requirements; not always simultaneous with Commencement Ceremony.

Groups:

A number of Individuals considered together because of certain similarities.

Health:

State of physical, mental, social, and spiritual wellness rather than merely the absence of disease.

Healthcare:

Services for promoting, maintaining, and restoring the health of individuals, families, and groups within the community.

Healthcare Needs:

Physiological, psychological, social, cognitive and spiritual requisites for achieving and maintaining optimum wellness.

Healthcare Settings:

Any environment in which healthcare is provided.

Healthcare System:

An organized network for providing services for promoting, maintaining and restoring the health of individuals, families and groups within the community.

Healthcare Team:

Several individuals working together, who may be form different health disciplines, having predetermined outcome.

Health Teaching:

A process by which individuals' families and groups are assisted to achieve and maintain optimum wellness. This can occur through the use of formal or informal methods.

Honesty:

Adherence to the moral values of fairness, integrity and honor in all relationships as a major priority (as defined by Baptist Health).

Hybrid/Distance Education Course Expectations:

While hybrid and distance education courses provide increased flexibility and convenience to students, the course work is not self-paced. The requirements in hybrid and distance education courses are completed within a predetermined timeframe according to the respective course syllabi. Hybrid and distance education courses require as much, if not more, preparation on the part of the student as face-to-face courses. Students who are successful in hybrid and distance education courses are expected to be accountable, motivated, and able to work independently. Active and frequent participation in the hybrid or distance education course is crucial to academic success. For both hybrid and distance education courses, students are required to participate in online activities such as instructor to student discussion, student to student discussion, quizzes, examinations, and other online exercises as identified in the respective course syllabi and course calendar. Students enrolled in hybrid courses are required to attend all face- to face activities related to the hybrid course.

Hybrid Education Course:

A hybrid education course is a formal educational process in which instruction is delivered through a combination of both face-to-face instruction and distance education technology. The face-to-face components may incorporate experiences such as examinations, theory, and/or clinical experiences when the student is required to be present on campus or at an associated clinical affiliate.

Illness:

A Condition marked by deviation from the normal state of health

Indicator:

Specific descriptor of clinical behavior that contributes to the measurement of student's ability to apply theory and skills in the clinical laboratory practice settings.

Individuals:

Single human being.

Informal(experiences):

Integrating the many inputs into patient care that must be managed and communicated efficiently because of the involvement of numerous and different care givers who provide a portion of the total health service.

Leader:

One who coaches, assists, and creates a learning environment and acts proactively.

Leadership Role:

The ability to facilitate the movement of a person, a family, a group or a community toward the establishment and attainment of goals pertaining the health.

Learning:

Incorporation of knowledge resulting in a change in behavior.

Legal Standards:

Regulations based on the law.

Lifespan:

The period of time between inception of life and life's end.

Managed Care:

A health care delivery system that supports cost-effective, patient outcome-oriented care.

Manager:

One who directs, oversees or has charge of an entity.

Managing:

Achieving goals through planning, organizing, directing and controlling human and physical resources and technology.

Multi-disciplinary Approach:

Method used by several branches of learning to integrate different ideas and achieve a specific goal.

Non-Residential Students:

A non-residential student receives all educational instruction when a student and instructor are separated by place and/or time.

Performance (as defined by Baptist Health):

Desired characteristics of Baptist Health employees include initiative, dedication, talent and knowledge tempered by common sense. The highest possible performance from all employees is expected but never at the expense of our values. Complacency and mediocrity are to be avoided, through innovation and process.

Personal Development:

A continuous expansion of an individual's self-awareness resulting in positive change.

Planning:

Predetermining of course of action in order to arrive at a desired outcome.

Principle:

Comprehensive and fundamental laws, doctrine, truths or sets of facts that form the basis of established rules of action.

Problem Solving:

A series of decision making steps designed to organize thought to reach the best solution to a problem.

Process:

A series of acts or progressive changes toward a desired goal.

Professional:

A person who has an assured competence in a particular field or occupation; one who is accountable.

Professional Activities:

Pursuits that lead to self-improvement, career enhancement and prestige of the occupation.

Professional Development:

Continued acquisition of knowledge through education, professional activities and participation in the research process.

Professionalism:

Conduct which manifests the educational requirements, legal standards, ethical principles and requirements of practice based on the philosophy of specialized field of study.

Program of Study:

All the experience that students have under the auspices of the School.

Progression:

Movement from one course to another within the same student classification.

Promotion:

Advancement in student classification.

Psychomotor Skills:

Physical activity associated with mental processes and the related performance of skills and tasks.

Receptionist:

One who facilitates fulfillment of Mission, Goals and Vision of Baptist Health and Baptist Health College of Nursing and Allied Health by exemplifying Baptist Health Values and providing a favorable first impression of the schools to visitors and inquirers.

Reentry Applicant:

A student previously enrolled in the school to which reentry is sought. Study resumed after LOA, Academic Suspension or voluntarily change of status. Discontinued study for some reason; reapplied, selected, entered and resumed study.

Registration Process:

A class schedule obtained, necessary forms completed, and required tuition and fees paid or payment arranged.

Resources:

Assets which support the educational endeavors of the school.

Respect (as defined by Baptist Health):

All people are to be treated as individuals, with courtesy and thoughtfulness. Respect for each person's dignity and worth is essential. Patients are to be treated with concern and compassion.

Residential Course:

A residential course is a formal educational process in which all instruction is delivered in a traditional, face-to-face setting.

Residential Enriched Course:

A residential enriched course is a formal educational process in which all instruction is delivered in a traditional, face-to-face setting. In addition to traditional teaching methods, interactive learning materials and homework are provided to students via distance education technology.

Residential Students:

A residential student receives some portion of educational instruction in a traditional, face-to-face setting.

Restitution:

Reimbursement to school for damage to or misappropriation of property. May be in form of service or currency as determined by school.

Retained:

Enrolled in a nursing course, eligible to progress according to program of study, eligible for reentry, or graduated. May not be enrolled at a given time, but remains eligible to resume study within 1.5 times length of program of study.

School Campus:

All areas where student instruction is provided; includes affiliate and contracted clinical settings.

School Day:

Monday - Thursday: 0800-1600. Holidays are not counted as a school day. School break week days are considered to be school days.

School Work Week:

Begins Monday at 0800 (8 a.m.) and ends on Friday at 1600 (4 p.m.).

Selected Individuals:

Applicants who are selected for entry by a respective selection committee to a specific Baptist Health College Little Rock program according to established criteria, requirements and processes.

Selected Needs:

Basic human needs, taught by Freshmen faculty, which include comfort, safety, mobility, hygiene, nutritional, psychosocial and spiritual.

Self-Concept:

Perceived status of self.

Self-Directed:

Self-determined actions toward goal achievement.

Semester:

A specific time period during which one or more courses are taught.

Sensory Perception:

Recognition and interpretation of the environment through the physiological senses.

Service (as defined by Baptist Health):

Quality service is the foundation of any successful business, and is even more essential in the provision of healthcare. Our success is dependent on each employee's desire and commitment to serve his fellow man.

Situational Crisis:

Response to a traumatic situation that is sudden or unavoidable.

Stewardship (as defined by Baptist Health):

We prudently commit our resources, using our talents and strengths in an effective and efficient manner.

Stress:

A physical, chemical or emotional response that may have a positive or negative impact on the state of wellness.

Stressor:

A stimulus which causes stress.

Student Development:

Activities that promote the professional and personal development of a student to fulfill the role of a beginning healthcare professional.

Student Government:

Privilege of self-governance which fosters leadership and citizenship within the policies and philosophy of the College, Baptist Health Medical Center - Little Rock, and Baptist Health.

Sub-concept:

Elements which are derived from the concepts and provide direction when determining course content.

Syllabus:

A brief summary, in school approved outline format, listing the main points of the course; evaluation methods, objectives, content, teaching plan and specific policies as applicable.

Teacher:

One who uses formal or informal methods to facilitate learning.

Teaching Methodologies:

The techniques or strategies used by a teacher to promote learning.

Technology Requirements:

Technology requirements for BHCLR students are detailed under "Technology Requirements" in the applicant and admission section of the BHCLR catalog.

Theoretical Knowledge:

What one knows about the subject matter of a discipline based on information and principles related to a set of facts, a science or an art.

Theory:

A set of interrelated that give a systematic view of phenomena that is explanatory and/or predictive in nature.

Therapeutic Interpersonal Relationship:

Interaction that is goal directed and purposeful.

Thought Process:

Sequential cognitive operations.

Value Directed:

Guided by a set of interrelated ideas, principles, rules, or codes which are related according to their relative estimate of worth, merit, or desirability.

1. Worth:

A value measurement of quality, quantity and/or esteem.