Medical Laboratory Science Program Handbook

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Mission

Heritage University empowers a multi-cultural and inclusive student body to overcome the social, cultural, economic, and geographic barriers that limit access to higher education. Rooted in the homeland of the Yakama Nation, the University embraces transformational student-centered education that cultivates leadership and a commitment to the promotion of a more just society.

Vision

Underlying the Heritage vision are three key values: 1) honoring each person’s human dignity and potential; 2) seeking intellectual growth and challenges; and 3) celebrating the shared spiritual roots of all humankind.

The Heritage University Vision is embodied in these eight operating principles:

- H for the healing circle of life we live together;
- E for excellence in teaching and in learning;
- R for responsiveness to student needs: intellectual, family, and personal;
- I for inclusivity and cultural pluralism;
- T for team-work building community;
- A for awareness leading to continuous improvement
- G for grass-roots community involvement
- E for effectiveness in managing limited resources to achieve Heritage’s goals.

Medical Laboratory Science Program Mission

The program is committed to facilitating the development of culturally competent professional leaders, who are able to accept the challenges and responsibilities as integral members of the health care team. As certified Medical Laboratory Scientists they will possess the theoretical knowledge and technical skills necessary to provide services that meet nationally accepted standards while promoting themselves and the laboratory profession with self-confidence and respect for human dignity.
General information: Clinical Site Information

The Medical Laboratory Science program at Heritage University provides interns with clinical experience through an 8 month internship with clinical affiliates in WA. Interns can be placed in either Yakima, WA, Tri-Cities, WA (Richland, Pasco, and Kennewick) or Walla Walla in order to complete their internship. Interns have the opportunity to rotate through different clinical environments to provide a varied and enriching laboratory experience.

The two clinical sites in Yakima are:

**Astria Regional Medical Center, Yakima, WA**
http://www.yakimaregional.com

Astria Regional Medical Center (ARMC) is a 214-bed for-profit medical center that is home to the valley’s only open-heart and neurosurgery center. ARMC is a level III trauma center and short term acute care center. ARMC provides a full range of medical, surgical and rehabilitative inpatient, outpatient and same day services. Patient Services at ARMC include but are not limited to emergency services, cardiac care, bloodless medicine and surgery, home health care, rehabilitation services, and same day surgery.

**Virginia Mason Memorial Hospital, Yakima, WA**
http://www.yakimamemorial.org

Virginia Mason Memorial Hospital (VMMH) is a 225-bed non-profit medical center that is home to the valley’s only neonatal intensive care unit. VMMH is a level III trauma center and short term acute care center. VMMH provides a full range of medical, surgical and rehabilitative inpatient, outpatient and same day services. Patient Services at VMMH include but are not limited to emergency services, cardiac care, bloodless medicine and surgery, home health care, rehabilitation services, same day surgery, and neonatal and obstetric care.

The three clinical affiliates in the Tri-Cities are as follows:

**Kadlec Regional Medical Center, Richland, WA**
http://www.kadlec.org/

Kadlec Regional Medical Center (KRMC) is a 270-bed non-profit privately owned medical center that is home to the region’s only neonatal intensive care unit and its first dedicated cardiac care unit which is home to a growing open heart surgery and interventional cardiology program. KRMC is a level III trauma center and short term acute care center. KRMC provides a full range of medical, surgical and rehabilitative inpatient, outpatient and same day services. Patient Services at KRMC include but are not limited to emergency services, cardiac care, bloodless medicine and surgery, home health care, rehabilitation services, same day surgery, and neonatal and obstetric care.
**General information: Clinical Site Information, cont.**

**Lourdes Medical Center, Pasco, WA**

Lourdes Medical Center (LMC) is a 25 bed critical access hospital. LMC is a level IV trauma center with surgery specialties being gastrointestinal and orthopedic in nature. LMC provides services relating to intensive care, obstetric and gynecologic, rehabilitation, medical-surgical, as well as emergency related.

**Tri Cities Laboratory, Kennewick, WA**

Tri Cities Laboratory (TCL) operates as a central laboratory in Kennewick, Washington which serves as a core laboratory of the three hospitals (LMC, Trios, and KRMC) and provides outpatient clinical laboratory services to physicians and clients in the Tri-Cities Washington area. TCL has management agreements with the three hospital partners to manage and operate the laboratory services within each hospital. TCL provides hematology, chemistry, and immunohematology services. In addition, TCL is the only clinical microbiology laboratory in the Tri-Cities. TCL is also partnered with LabCorp to provide full service reference testing.

The **Walla Walla** clinical site is as follows:

**Providence St. Mary Medical Center, Walla Walla, WA**
[https://washington.providence.org/hospitals/st-mary/](https://washington.providence.org/hospitals/st-mary/)

Providence St. Mary Medical Center is a regional referral center for cancer, spine and interventional cardiology. The hospital is licensed for 141 beds and is designated a Level III trauma center in both the Washington and Oregon trauma systems. It is also designated as a Level III pediatric trauma care service and a Level II adult trauma rehabilitation service.
General Information: Goals of the MLS Program

Tools for measurement of success

1. Collaborate with other institutions in providing opportunities for clinical laboratory science education.
   a. **Measurement tool: recruitment and retention.** Associations and enrichments: affiliate sites and Pacific Northwest University (PNWU), University of Washington (U of W), LabCorp, American Red Cross (ARC), Seattle labs visit

2. Provide adequate didactic and clinical experience to interns so that they may qualify as certified Medical Laboratory Scientists.
   a. **Measurement tools: preclinical and clinical course grades, Board of Certification (ASCP) score evaluations.**

3. Maintain accreditation by compliance with requirements of the accrediting bodies of Northwest Commission on Colleges and Universities (NWCCU) and National Accreditation Agency for Clinical Laboratory Science (NAACLS) to include evaluation of program effectiveness on a continuous basis for the purpose of development and improvement
   a. **Accreditation visits and self-study, dues, annual report and review documentation**

4. Provide clinical laboratory scientists, able to function competently in a variety of clinical settings, for Central Washington.
   a. **Placement statistic records, employer and grad surveys.**

5. Contribute to the body of knowledge in the field of medical laboratory sciences through professional and community service learning activities.
   a. **Projects, case study submissions, American Society for Clinical Laboratory Scientist (ASCLS) and ASCLS-WA activities, Clinical Laboratory Educators Conference (CLEC) participation**

6. Identify affiliate laboratories that meet national standards, are willing to provide valid learning experiences, are staffed to allow clinical instruction to occur without interference from service obligations and that will share equipment and supplies with the program.
   a. **Affiliations and possible affiliations, student evaluations**

7. Maintain the highest quality faculty and clinical faculty who are current in laboratory practice and theory in their teaching areas are eager to improve and contribute to the profession as speakers, authors and/or professional memberships.
   a. **Student program and course evaluations, faculty Continued Education (CE) tracking and CE opportunities offered to faculty – includes clinical faculty**
**General Information: General Program Information**

**Intern/Student Liability Insurance**
You are required to have liability insurance before actively working in the clinical laboratory. You may obtain this as a group through the program for a one-time $50 fee for yearlong coverage.

**ASCLS and ASCP Membership**

ASCLS and ASCP membership can be obtained free of charge through the organizations. Complete the paperwork for the program director to submit. All interns will be attending an organizational conference and/or seminar as part of the program; each person must be a member to receive student rates.

**Criminal Background Check**

By law, anyone who works with children or the elderly (all lab personnel) must complete the required paperwork for a national criminal background check. This will be done during the fall, and the student must pay any fees. Estimated fee $50.

**Health Insurance, Health Care and Basic Life Saving Course**

Interns must provide proof of health insurance coverage for the year. Medi-Centers (walk-in) is available in Yakima and Immediate Care clinics in the Tri-Cities for illness and minor emergencies. The University does not provide any student health services. Basic Life Saving (BSL) for health care professionals training must be obtained through the American Heart Association for internship. Certification must be good for the duration of the program year.

**Emergencies and Incident Reports**

Emergency care is available at hospital emergency rooms. Interns are NOT covered by affiliate sites if emergency services are needed. Whenever an unusual incident occurs, whether as a direct injury or a minor incident, it must be reported. Examples of incidents include: sticking yourself with a contaminated needle, getting serum in your mouth, twisting your ankle, etc. The laboratory director should be notified immediately when the incident occurs and he/she will provide you with the form to fill out and appropriate advice on how to handle the incident. **Should the lab manager be unavailable and in the case of a true emergency, such as massive bleeding or burn, go directly to the emergency room and report the incident later.** Incident reports are also required for incidents with patients, such as biting, falling out of bed, etc. You also need to fill out a Program Incident Report and submit it to the Site Coordinator for the school records. We ask that you do this so that we can improve processes in our ongoing efforts to improve and prevent accidents in the future.

**Loans and Scholarships**

Area hospitals provide scholarships for interns accepted into the program. ASCP and ASCLS have scholarships available at the national level. The application deadline is in November. The student services office is able to provide you with information regarding financial aid (loans) and other scholarship opportunities offered through the university.

**Class Picture**

During orientation and throughout the year photographs are taken for faculty reference, site ID, security and recruitment. Each intern must submit an Authorization for photos, videotaping and interviewing to the Program Director.
General Information: General Program Information, cont.

Health Insurance Portability and Accountability Act (HIPAA)
Heritage University MLS Program is committed to protecting the privacy of individual health information and is in compliance with all applicable laws and regulations. To comply with HIPAA privacy regulations, and to fulfill our goals to protect individual health information, every MLS intern will complete all of the state and affiliate site mandated courses about privacy and data security.

Immunization Policy and Requirements
All interns in the MLS program are required to have immunizations and/or tests as a condition of participation in the program. Expectations for MLS interns are consistent with those of the Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), and Washington state law for health care workers and any specific affiliate site requirements. All interns are expected to have this requirement completed prior to entering the MLS program year.

Personal Electronic Devices
It is the right of each university faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. Personal electronic devices are strictly prohibited in the clinical laboratories due to biosafety restrictions and affiliate site policies. Interns will be asked to turn off devices; if they do not comply they may be asked to leave the classroom and/or the clinical lab. Accommodations for documented disabilities must be made through the Student Services office. Interns are not permitted to record (whether audio or visual or both) any part of a class/lab/other session unless explicitly granted permission to do so by the instructor. Failure to comply with the instructor’s restrictions may result in probation and/or dismissal from the program.

Snow day policy
When Heritage University in Toppenish is delayed or closed during fall term due to snow you will be notified by their emergency notification system. Please sign up for this through MyHeritage. You may also get this information from local news broadcasts. Campus closures do not affect your reporting times to clinical lab rotation sites during spring term.

Probation and Dismissal
Interns that fail to meet the program’s GPA, grade and professional behavior requirements will either be placed on probation or dismissed. The latter is typically enacted when an intern has more than one unsatisfactory completion, more than one area of a rotation with a deficit grade, or a combination of professional behavior and academic issues within a single rotation. Interns will be required to meet the program GPA, grade and professional behavior requirements once being placed on probation and every rotation thereafter until program completion. Should an intern fail to meet the program requirements he or she will be dismissed from the program.

Certification and Licensure
Graduates of the MLS program are eligible to take the ASCP national Medical Laboratory Scientist certification exam. Certification is required to work in the United States. Some states have laws or regulations requiring licensure (legal permission) to work in their states. In order to obtain a license you must have passed the national certification exam. States that require licensure include California, Florida, Georgia, Hawaii, Louisiana, Montana, Nevada, North Dakota, Rhode Island, New York, West Virginia, Tennessee and Puerto Rico. Contact the state Department of Health for more information.
General Information: Entry Level Competencies

Per the National Association for the Accreditation of Clinical Laboratory Science Programs

Upon completion of this program and initial employment, graduates will demonstrate entry-level competence in these areas of professional practice:

a. Developing and establishing procedures for collecting, processing, and analyzing biological specimens and other substances

b. Performing analytical tests of body fluids, cells, and other substances

c. Integrating and relating data generated by the various clinical laboratory departments while making decisions regarding possible discrepancies

d. Confirming abnormal results, verifying quality control procedures, executing quality control procedures, and developing solutions to problems concerning the generation of laboratory data

e. Making decisions concerning the results of quality control and quality assurance measures, and instituting proper procedures to maintain accuracy and precision

f. Establishing and performing preventive and corrective maintenance of equipment and instruments as well as identifying appropriate sources for repairs

g. Developing, evaluating, and selecting new techniques, instruments and methods in terms of their usefulness and practicality within the context of a given laboratory's personnel, equipment, space, and budgetary resources

h. Demonstrating professional conduct and interpersonal skills with patients, laboratory personnel, other health care professionals, and the public

i. Establishing and maintaining continuing education as a function of growth and maintenance of professional competence

j. Providing leadership in educating other health personnel and the community

k. Exercising principles of management, safety, and supervision

l. Applying principles of educational methodology

m. Applying principles of current information systems
General Information: Educational Domains & Objectives

Objectives are valuable tools which guide learners in their learning. A behavioral or dispositional objective is a statement that describes what the learner will be able to do after successfully completing a particular educational experience.

The main reason for using objectives is to clearly communicate to the learner the level of achievement expected by the end of the instruction. Objectives aid learners by:

1. Providing guidelines for studying, these are the subjects that may be on the test (test questions refer to objectives)
2. Making exams/evaluations less threatening because the criteria for evaluation are specified in advance (objectives not only tell learners what they will have to do, but what performance will be acceptable)
3. Breaking the course into manageable sections
4. Allowing the learners to evaluate their own progress

There are three types of objectives, cognitive, psychomotor, and affective.

Cognitive objectives refer to intellectual learning, "book learning". There are three main levels in the cognitive domain:
- Level I knowledge, recall, memorization
- Level II comprehension, application
- Level III analysis, synthesis, evaluation, problem-solving

*Most of the exam questions will be Level II, with some Level I and Level III.*

Acceptable performance is defined by the probation/dismissal policy; the cognitive average must be 70%.

Psychomotor objectives refer to neuromuscular activities, things you "do", such as laboratory techniques and procedures. These should include some guide as to how well the learner is expected to perform in order to achieve the objective.

Three levels of psychomotor objectives are:
- Level I perception, awareness and readiness to perform
- Level II guided response, practice, proficiency
- Level III adaptation, origination

*Our objectives are almost all Level II objectives, assuming Level I will be attained in the process.*

Level III psychomotor activities will come with experience and are characteristic of a medical laboratory scientist as opposed to a technician (MLT).

Dispositions or affective objectives refer to attitudes, values and interests. These are listed in the intern handbook and pertain to all rotations. An evaluation, filled out by trainers/mentors and the intern assess intern success in these objectives. The three levels are:
- Level I receiving, responding, awareness of an activity, situation, or phenomenon
- Level II valuing, attaching worth
- Level III internalization, commitment to a value that is reflected in behavior
General Information: Orientation Topics

The following topics are covered during fall term Orientation.

- program policies overview and discussion of items in the intern handbook
- medical technology/clinical laboratory science as a profession
- workshops regarding ethics, professionalism and communication in medicine
- phlebotomy demonstration and trial
- lectures on organ systems
- class photo
- lab safety training
- blood borne pathogens safety training
- apply for professional organization membership
- review possible opportunities for scholarship funding
- your responsibilities in the lab to include:
  - proper handling and cleaning of microscopes
  - proper handling, cleaning and function testing of the spectrophotometers
  - proper cleaning and storage of lab supplies
  - proper handling and cleaning of the centrifuges
  - daily temperature monitoring of refrigerators, freezers and incubators
**General Information: Orientation Objectives**

At the completion of orientation week, the intern will, by successfully passing the written exam and earning points:

1. Recognize the seven goals of the MLS Program.
2. Define "objectives" and explain how they can be used by interns.
3. List the cognitive, psychomotor and affective domains of objectives and state what each measures.
4. Explain the meaning of symbols on the rotation schedule.
5. State the class hours followed and when lunch and breaks occur.
6. List the holidays interns have during the program year.
7. Discuss special projects that occur during the year.
8. Discuss the attendance policy and what must be done if an intern is absent.
9. State the parameters in which interns are graded in each course / section.
10. Review non-academic probation criteria and list those infractions that may cause an intern to be placed on probation or dismissed from the program. State the levels of discipline and appeal.
11. State the intern lab safety rules and adhere to them at all times.
12. List personal qualities that are seen in a professional medical technologist and describe what it means to be a professional.
13. Name the certifying agency and the title given to the professional upon certification.
14. Discuss the use and importance of Standard Precautions.
15. Describe the meaning of delivery of culturally competent healthcare.
16. Participate fully in the team and/or group activities.
17. Demonstrate correct use and handling of lab equipment to include: spectrophotometer, microscopes, centrifuges and other lab supplies.
General Information: Professionalism / Affective Objectives

At all times during the program year, the intern will be expected to display the behaviors required of a professional:

1. **Accountability and Integrity:** Examples of professional behavior include, but are not limited to:
   a. Consistent honesty
   b. Can be trusted with confidential information and the property of others
   c. Admits errors and takes steps to correct them
   d. Maintains confidentiality by never discussing patient data in public places
   e. Observes patient’s rights and obtains patient consent
   f. Provides complete and accurate documentation of patient results and learning activities
   g. Follows affiliate site policies and does not use cell phones, iPADs, tablets, laptops or any other personal electronic devices in the clinical laboratories

2. **Technical Skills:** Examples of professional behavior include, but are not limited to:
   a. Exhibits flexibility by:
   b. Applying previous or current technical skills and knowledge to new conditions
   c. Retaining new and complex information
   d. Remaining composed in unanticipated or adverse situations
   e. Uses materials and supplies economically
   f. Maintains equipment and instruments properly
   g. Performs procedures and calculations with accuracy, precision, and thoroughness

3. **Interest and Self-Motivation:** Examples of professional behavior include, but are not limited to:
   a. Taking the initiative to complete assignments without needing reminders, making negative comments and/or complaining to others
   b. Taking the initiative to improve and/or correct behavior
   c. Taking on and following through on tasks without constant supervision
   d. Showing enthusiasm for learning and improvement
   e. Consistently striving for excellence in all aspects of patient care and professional activities
   f. Accepting constructive feedback in a positive manner
   g. Taking advantage of learning opportunities
   h. Takes initiative to go beyond what is required; seeks scholarly works to reference
   i. Endeavors to do their best on every assignment
   j. Demonstrates quality of work by:
      i. Being accurate and precise at all times
      ii. Making an effort to improve when work falls short of stated goals
      iii. Following written procedures correctly
      iv. Using, interpreting, and responding to quality control appropriately

4. **Appearance and Personal Hygiene:** Examples of professional behavior include, but are not limited to:
   a. Clothing and lab coat is appropriate, neat, clean and well maintained
   b. Good personal hygiene and grooming
General Information: Professionalism / Affective Objectives, cont.

5. **Application of Knowledge and Self-Confidence:** Examples of professional behavior include, but are not limited to:
   a. Demonstrating the ability to trust personal judgment; exercises good personal judgment
   b. Displays appropriate self-confidence to perform tests and operate instruments with a minimum of assistance but is not overconfident in proportion to ability
   c. Demonstrating an awareness of strengths and limitations
   d. Willing and able to follow procedures
   e. Critically evaluate work and reaches valid conclusions
   f. Employs sound deductive reasoning
   g. Recognizes problems, formulates plan of action and follow through to a solution

6. **Work Habits and Communications:** Examples of professional behavior include, but are not limited to:
   a. Leaves logs and worksheets neat, readable, understandable and complete
   b. Listens actively
   c. Strives to be courteous, sensitive and respectful to others at all times
   d. Correctly performs a procedure after it has been demonstrated and retains that ability
   e. Demonstrating calm, compassionate, and helpful demeanor toward those in need
   f. Being supportive and reassuring to others

7. **Organization and Time Management:** Examples of professional behavior include, but are not limited to:
   a. Able to produce a satisfactory volume of work under normal conditions without errors
   b. Consistent punctuality
   c. Completes tasks and assignments on time
   d. Prepares for each day to make the most of the trainer/mentor/instructor’s time with them

8. **Teamwork and Diplomacy:** Examples of professional behavior include, but are not limited to:
   a. Placing the success of the team above self-interest
   b. Not undermining the team
   c. Helping and supporting other team members avoiding gossip, cliques and drama
   d. Showing respect for all team members
   e. Remaining flexible and open to change
   f. Communicating with others to resolve problems
   g. Employs all safety precautions and remains attentive to the safety of others
General Information: ASCLS Code of Ethics

Preamble

The Code of Ethics of the American Society for Clinical Laboratory Science sets forth the principles and standards by which Medical Laboratory Professionals and students admitted to education 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 patient.

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 use sound in all aspects of laboratory services they provide. Furthermore, Medical Laboratory Professionals safeguard patients from others’ incompetence 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 and maintain the dignity and respect of our 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 Clinical Laboratory Science and actively seek, to change those laws and regulations that do not meet the high standards of care and practice.

Pledge to the Profession

As a Medical Laboratory Professional, I pledge to uphold 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.
General Information: Course Descriptions

BIOL 414 Orientation (1 week)
This week includes overview of program year, schedules, infection control, safety, etc. The probation/dismissal policy, as well as the rules and regulations of the clinical year and the appeals process are given to all interns during Orientation. Workshops involving, self-awareness team building, professionalism, and cultural competence in health care delivery will be a part of this module. Upon completion, a quiz is given over the material covered to ascertain that everyone is adequately prepared to function as a medical lab intern. Tours of the affiliate sites, parking permits, background checks, basic lifesaving training, hospital orientations and urine drug testing will occur before completion of the pre-clinical weeks.

BIOL 414 Phlebotomy (practicum is ongoing and part of Biol 440 and Biol 445 grades)
Phlebotomy includes lectures and demonstrations of proper venipuncture (blood-drawing) techniques. You will have practical experience under direct supervision, prior to going into the hospital rotations. After a student has passed a classroom practical, experience is then gained in the hospitals through daily practice. During the learning process advanced techniques will be taught. A comprehensive exam will be given at the end of fall term and will include body systems and management topics covered during the term. Your practicum grade will be determined through use of an advanced check-list that will be due near the end of the year. At the completion of the internship year a final check-out will be observed.

BIOL 421 & 421L Pre-clinical Hematology (2 weeks) (Plus advanced/review 1 week in December)
A preclinical segment is taught in the student laboratory to prepare the interns to go into the hematology, urinalysis and coagulation departments. Hematology basics include emphasis on RBC morphology, slide making, reading normal differential smears, and hemoglobin measurements. Coagulation and urinalysis testing is a part of this module.

BIOL 421 & 421L Pre-clinical Chemistry (2 weeks) (Plus advanced/review 0.5 week in December)
A preclinical segment is taught in the student laboratory to prepare the interns to go into the chemistry departments. Chemistry basics will include the quality control, with an emphasis on the principles of instrumentation such as spectrophotometry, nephelometry, ion selective electrodes and other lab testing principles performed in disease identification.

BIOL 421 & 421L Pre-clinical Immunohematology (2 weeks)
Interns review basic theory of immunology and immunohematology and practice manual techniques for ABO and Rh typing and antibody ID used in clinical transfusion services.

BIOL 421 & 421L Pre-clinical Microbiology (2 weeks) (Plus advanced/review 0.5 week in December)
Interns review basic theory and practice manual techniques used in clinical microbiology.

BIOL 413 Immunology/Serology (2 weeks)
A review of the basic principles of immunology and their clinical application is stressed. This course emphasizes the principles of test methods such as agglutination, IFA, EIA, and molecular techniques as they apply to serological diagnosis. Infectious disease serology, allergy testing and autoimmune disorders are discussed. Other topics include titrations, tumor markers, and acute phase reactant testing. Test kits are used extensively to prepare interns for the clinical labs.
General Information: Course Descriptions, cont.

BIOL 416 Mycology/Parasitology (2.5 weeks)
Interns study the medically important fungi. Culture and identification methods are covered in the student laboratory using stock-cultures. Extensive use of digital images allows for observation of unusual fungi. Medically important protozoans and helminthes are discussed. Laboratory procedures include concentration methods and staining techniques in the student lab. Extensive use is made of digital images and preserved fecal specimens.

BIOL 423 Clinical Microbiology (8 weeks) Clinical Practicum with Lecture
Normal flora and pathogenic microorganisms are studied. Methods, techniques and special organism types included are: isolation, identification, susceptibility testing, anaerobic bacteria, virology (Herpes culture) and isolation of Mycobacteria.

BIOL 417A Hematology & Hemostasis (5 weeks) Clinical Practicum with Lecture
This course consists of the study of the formed elements of the blood as seen normally and in the disease states. This rotation includes manual techniques and automated methods. Included in the course is the study of anemia and Red Blood Cell disorders, leukemia and other White Blood Cell disorders and bone marrow interpretations. Hemostasis, clinical bleeding and clotting problems, consists of routine procedures as well as special procedures such as platelet aggregation and factor analysis. Problem solving is emphasized.

BIOL 418A Urinalysis & Body Fluids (3 weeks) Clinical Practicum with Lecture
This course includes macroscopic and biochemical analysis, microscopic analysis and special procedures of urinalysis and other body fluids. Correlation of laboratory results to clinical conditions is stressed. Digital images are utilized for clarification and unusual microscopic findings.

BIOL 420 Immunohematology (Blood Bank) (8 weeks) Clinical Practicum with Lecture
Interns learn immunohematology principles and procedures in the hospital blood bank laboratories. Unlike larger hospitals that have student facilities in a large centralized blood center, our interns receive individual instruction and hands-on experience including cross-matching. Emphasis is placed on case studies and problem solving. Interns also spend time at the American Red Cross observing donor blood collection. The final week is spent on the capstone project, a mock CAP inspection.

CHEM 425 Clinical Chemistry (8 weeks) Clinical Practicum with Lecture
Instrumentation theory is stressed and includes: Polymerase chain reaction (PCR) instrumentation, blood gases, automated chemistries, therapeutic drugs and toxicology, high performance liquid chromatography (HLPC), ion selective electrode (ISE), immunochemistry and quality control. The interns are exposed to a variety of instrumentation and are taught basic troubleshooting. Biochemical, pathological and procedural aspects of each chemical test is discussed.

BIOL 440 & 445 Clinical Laboratory Leadership I & II (440 in Spring/445 in Summer)
Basic management, education and leadership concepts applicable to all areas of the clinical lab setting to include lab safety, organizational principles, financial management of resources, decision-making and human resource management. Also included are laboratory information systems, professionalism, ethics.
and critical thinking. In this series students will also review laboratory standards, regulatory agencies and requirements, principles of lab research, quality assurance standards and applications and continuous improvement. Service learning projects and case studies are used for developing skills such as teaching, team building, coaching and effective communication. Group work, projects and case studies are tools used to engage students and facilitate their learning. There are four sections and six projects in the clinical laboratory leadership course series:

1. Lab education includes a service learning project or recruitment project, a lesson prep and delivery teaching experience and two case study presentations prepared per ASCLS-CLI guidelines to be submitted for possible publication.
2. Lab leadership/management includes weekly topics and a mock CAP inspection project.
3. Phlebotomy practicum includes completion of an advanced draw list.
4. Clinical research involves working on a major project in the lab and presentation of the findings.
**General Information: The Clinical Year**

The clinical year proceeds from January to August and consists of a didactic portion as well as the clinical internship.

**Didactic Schedule**

Didactic is on Mondays and follows the following schedule:

- 0800 – 1130 Course Lectures
- 1130-1230 Lunch
- 1230-1430 Lab Leadership
- 1445 to 1600 Weekly Quizzes (Final exam 1400-1600)

Lectures may be attended via Blackboard Collaborate or in person. If attending in person, interns report to the assigned room on the Toppenish campus, Walla Walla campus or the Tri-Cities campus. Afternoon examinations are proctored, therefore, interns must report to the assigned room in their respective areas for the afternoon session.

**Didactic Review Lectures**

Lectures are given weekly by instructors. The interns will meet with their respective university instructor every week on Monday morning (Tuesday if Monday is a holiday) for review lectures on material pertinent to each intern’s clinical rotation. These lectures consist of review of the previous week’s material and time for student questions. Time is also allotted for reviewing image libraries, group review sessions with fellow classmates and getting clarification as needed.

Every Monday afternoon the entire class will meet via Blackboard in order to take exams, work on projects and attend lectures. The schedule of assignments for each week is included in your rotation manuals and found on the Leadership Schedule. **Attendance at review is required for all interns.**

**Leadership assignments and phlebotomy sheets** are accepted for points no later than 0800 via email submission (leadership) and 1230 in person (phlebotomy) on the date they are due. All assignments are mandatory but late assignments will receive **Zero points.** Interns will receive one “No Questions Asked” (NQA) coupon. These coupons, **when attached to late work** allows the work to be assessed as if turned in on time. Coupons attached to work **more than one class period late** will be declared void and will not count. No replacements will be given if coupons are lost. You may only use one coupon.

We expect you to adhere to the following rules:

1. At Monday leadership lecture sessions you will be responsible for:
   a. Submitting completed weekly phlebotomy documentation sheet (due 1230).
   b. Submitting leadership assignment (due 0800).
General Information: The Clinical Year, cont.

c. Being prepared for lecture by reading assigned leadership chapters.
d. Contributing to discussions and collaboration sessions
e. Participating in case study presentations by asking and answering questions
f. Taking weekly QUIZ and/or FINAL as required.

2. During the rotation lecture review sessions (Monday mornings; Tuesday mornings if Monday is a holiday), you may have any or all of the following to do:
   a. Provide signed competencies completed during the week
   b. Bring answered study questions for the current week (located in your rotation manual)
   c. Get help with any material you are unsure of
   d. Complete learning exercises (Digital libraries, CAI, etc).
   e. Do case studies
   f. Attend or complete review lectures

3. Each week, interns will have time with their instructor to review the week’s material and discuss the following week’s assignments. Interns are not excused from clinical lab duties or exercises for the purposes of studying, homework, projects or job related activities.

4. Interns have time allotted to work on their leadership projects (2-3 hours per week – 7 hr days when you do not do phlebotomy) between Monday review sessions. Use of microphones is REQUIRED so that all interns may benefit from discussions. Use of camera is optional.

5. Interns will present case studies on Mondays per the leadership schedule. Refer to the case study instructions for more information regarding write up requirements. Due dates will be found in the leadership schedule.

Clinical Practice

Interns are required to be in the clinical laboratory Tuesday through Friday. Report times vary per site, depending on your site and rotation. Each day you are permitted a half-hour lunch break and two 15-minute breaks. Interns should take lunch and breaks with the trainers in their department in order to correlate the teaching efforts. Never be away from the department without the permission of your trainer. Arriving late or leaving early is recorded as an absence. (Refer to the attendance policy). The recording of intern attendance is required by federal law and the university.

In addition to the regularly scheduled clinical section rotations there are several active learning experiences that include:

1. Clinical Laboratory Leadership
   a. Educational lesson prep and presentations
   b. Weekly Lab Leadership assignments
   c. Clinical lab research project
   d. Mock accreditation inspection

2. Field Trips (PNWU, NWMLS, Seattle area labs, Local Health District and Blood Donor Center)
Board of Certification Exam (BOC)

Interns will be guided through the application process to apply to take the certification exam during Leadership lecture sessions. In 2018 the application fee for BOC MLS Certification exam was $240. We suggest that applications be sent in during July if you wish to take the exam in September as it takes up to 45 days for BOC to process your application. We highly recommend taking the exam within 30 days of graduation for the best results on the certification exam. After interns apply, the program director is notified and must verify the intern’s graduation date before the intern will be sent information regarding the scheduling of the exam. Exam sites are located in many places including Yakima. Please see the ASCP BOC website for more information regarding certification. We ask that all interns who complete Heritage University MLS Program and take the BOC exam agree to release their results to the program for use in the evaluation of our program’s effectiveness. Your certification from the BOC will not be sent to you until you submit the Heritage transcript and your transcript with your Bachelor’s degree. You may take the exam before your Heritage transcript is ready.
General Information: Intern Manual Contents

Each intern will receive rotation manuals that serve as a guideline for the rotation through each section. On the following pages is a general list of what a manual may contain. It is the responsibility of the intern to see that they are progressing satisfactorily. During the intern’s rotation the intern, the trainer/mentor and the instructor will review a “Professional Performance Evaluation” form to document goals for improvement and any concerns that need to be addressed. This process is critical to the intern’s success, especially if the intern is having difficulty in a section. Ungraded evaluations may be given at weeks 2 & 6 while graded evaluations are completed at the end of weeks four and eight.

Each intern receives a manual—printed and/or posted online in course module-- to serve as a guideline for the rotation through each section. The intern section rotation manual may contain:

1. **Assignments** are broken down into sections depending on the section. (Daily, weekly, 2-week segment, etc.) A schedule of practical exams and written quizzes is included, as well as when special events occur.

2. **Behavioral Objectives** include the psychomotor and cognitive domains. Objectives state what is important for the intern to know and do during the rotation. Assessment as to whether these objectives have been met occurs in the practical and written exams as well as day-to-day bench observation. Specific affective objectives apply to all activities for the entire program year.

3. **Reading Assignments** for each segment (daily, weekly, etc.). Reading assignments in your textbook may be supplemented by other sources. Those that we think are most clear and concise and are usually placed first. Some books will be checked out to you from the student library.

4. **Important Materials** necessary to the rotation, for aid in clarification (charts, graphs, etc.), procedures that are not in the laboratory procedure manual, special projects, etc. Some intern manuals may contain copies of procedures in order to explain necessary principles or because the procedure is not done in our particular labs. DO NOT photocopy the lab’s procedure manual; you are only to use the copier when a trainer suggests you make a copy of an item. Please don’t abuse the copying privilege. Most procedures can be found in the lab procedure manual, these manuals must never leave the clinical laboratory.

5. **Study Questions** to be answered by the intern using reading assignments, lab experience, or from the manual itself. Answers to study questions will not be given to you; they are another tool for you to use to learn the material required for that week. During clinical lectures we will give you an opportunity to ask any questions you may have prior to taking your weekly quiz.

6. **Case Studies** or study situations may also be included in some manuals. Some sections assign case studies and they are given to the interns when they are in that section. Answers may be obtained from the instructor for most of them.

7. **Section Competencies** will be used for the assessment of skills to be performed in the lab. These tell the interns what they need to do. It is the responsibility of the intern to make sure that their competency lists are filled in during the rotations. Instructors should review competency forms each week to assist intern in keeping on track for completion of the assigned tasks.

***Final exams for each rotation are not to be taken until all checked out materials and the competencies are completed and turned in. ***

The following is a list of the current clinical rotation manuals and the individuals who may contribute to the content of rotation manual(s):

- **Hematology & Hemostasis**: Jim/Dave/Linda/Becky/Terese
- **Microbiology**: Carrie/Vern/Jesse/Dan/Shawna
- **Chemistry**: Pam/Carrie/Jean/Shaun/Patty/Shawna
- **Immunohematology**: Doug/Kristi/Felix/Nichole/Terese
- **Urinalysis & Body Fluids**: Jim/Dave/Jean/Patty/Terese

Please let us know if you have any questions, concerns or suggestions regarding the section manuals.
General Information: Final Week

During this week interns spend time visiting other labs on Monday, taking the final exams for their last course on Tuesday, reviewing and taking practice exams on Wednesday and Thursday and complete out-processing and the comprehensive final exam on Friday. The comprehensive final examination is similar in scope and category percentage to the certification exam and the interns are counseled as to their performance score in each area. Paperwork is provided to the interns for evaluation and follow-up after entering the workforce. A graduation ceremony is in the afternoon on Friday after which the interns are dismissed.

- A field trip to visit facilities outside Central Washington. A visit to the Bloodworks Northwest in Seattle exposes students to centralized blood banking, HLA labs and cord stem cell collection. Other important lab experiences may include: Fred Hutchinson Cancer Center where we usually visit the Virology Lab, Flow cytometry, HLA and DNA probe labs; Washington State Public Health Lab where we see newborn screening, Mycobacteriology, Parasitology, Serology and reference Microbiology, Harborview Trauma Center, LabCorp or Quest commercial reference lab, Evergreen Emergency Response Lab and Virginia Mason. If this trip is planned, it will take one full day. Objectives are located on the following page. You and your classmates may want to put on a fund-raising event during the year to offset the expense of this trip. In the past, classes have had bake sales in the hospital lobbies. Other ideas could be a spaghetti dinner, slave-for-a-day, soliciting donations, etc. Permission from the institution is required prior to any fund raising activities in our rotation sites. This visit is a great opportunity to promote the program, network and even obtain a job. Bring your resume!

- Review sessions for the Comprehensive Final Exam will include taking computer practice exams during this week. Our goal is to assist you in preparing for the Certification exam which we recommend you take as soon as possible after the completion of the program to obtain the best score. The program final exam is Friday morning. GRADUATION will be held on campus at Heritage University at 1600.

- Attendance to all activities of final week is mandatory, including graduation. Our affiliates have provided very generous scholarships, training time and clinical opportunities to you and graduation is their opportunity to honor your achievements, say goodbye and wish you well. In addition, interns will be asked to prepare a gift and/or a speech to be given out during the graduation ceremony to thank and honor the faculty and the affiliate sites for their support and contributions.

Special Note:

Interns who need to continue on a few weeks longer due to illness, maternity or who need to meet academic requirements due to probation will do so after graduation, ONLY with affiliate site approval, but will be permitted to participate in all final week activities including graduation.

The intern who has gone on probation will continue for a period of time into the next clinical year to complete their review of theory and/or skills and retake the necessary exam(s). No lectures will be provided by the faculty instructors as they will be in preclinicals with the new class. However, tutoring time can be requested and every effort will be made by the instructor to assist the intern.

The intern who has had an illness or maternity leave of over one week's duration will continue for a period of time into the next clinical year to learn theory and take exams. No lectures will be provided by the faculty instructors as they will be in preclinicals with the new class. However, tutoring time can be requested and every effort will be made by the instructor to assist the intern.

Interns continuing must be finished prior to the next class starting rotations and can do so ONLY with the expressed written approval of program officials, the affiliate site, and the trainer staff.
General Information: Field Trip Objectives

- **American Red Cross;** (Fall Semester)
  - Observe the role a blood bank and distribution center
  - Compare workload and tech performance to that of the affiliate blood bank departments

- **Pacific Northwest University, cadaver lab;** Yakima, WA (Fall Semester)
  - Observe anatomy of the abdominal and thoracic cavities
  - Compare and contrast diseased organs and healthy organs

- **Yakima Valley Health District** (Fall Semester)
  - Observe the role of a local Health District office
  - Obtain list of reportable diseases

- **Professional Education Seminar;** Location varies in WA or OR (Fall Semester)
  - Observe and assess the various teaching strategies used by the presenter
  - Participate in seminar experience by attending a learning session and vendor presentations

- **Virginia Mason Medical Center;** Seattle, WA (Summer Semester)
  - Observe a large hospital laboratory
  - Observe their flow cytometry lab
  - Observe mass spectrophotometry and its role in a large laboratory setting
  - Compare workload and tech performance in a large laboratory to the affiliate laboratories

- **Bloodworks Northwest;** Seattle, WA (Fall or Summer Semester)
  - Observe special labs including red cell reference labs, coagulation reference labs, cord blood bank labs, and stem cell research labs
  - Observe and explain stem cell pheresis and transplantation
  - Observe the tissue center for bone, skin, heart valves, and other organ transplantation
  - Observe the logistics of a central transfusion service as opposed to an in-house blood bank department

- **Harborview Medical Center;** Seattle, WA (Summer Semester)
  - Observe a large hospital laboratory
  - Observe the utility of a central processing department and their role in reduced turn-around-times
  - Observe the use of fully automated departments in a large laboratory
  - Observe the “special” departments not found in the affiliate laboratories
  - Compare workload and tech performance in a large laboratory to the affiliate laboratories

- **Washington State Department of Public Health Laboratories;** Shoreline, WA (Summer Semester)
  - Observe tests performed on neonates by the state lab including: PKU, CAH, CH, HIV, hemoglobinopathies, etc.
  - Observe the role of the microbiology reference lab
  - Observe the methods of collection and types of organisms worked up by the Enterobacteriaceae lab
General Information: Field Trip Objectives, cont.

- Observe the role of the parasitology reference lab and water testing lab
- Observe the special biosafety *Mycobacterium* lab entrance and exit system, use of personally fitted respirators, etc. when working with mycobacteria
- Observe the use of DNA probes to identify *Mycobacterium* species
- Observe susceptibility testing performed on *Mycobacterium* species
- Observe serologic tests performed by the state lab including: VDRL and MHA for syphilis confirmation

SPECIAL NOTE: Objectives for additional sites will be given out as required by NAACLS as not all sites are available to tour each time.
General Information: Comprehensive Final Exam (Mock BOC Exam)

Prior to taking the comprehensive final, interns will have review sessions during the finals week. ASCP and LabCE online computer exam subscriptions can be purchased, by the interns, to use in addition to program exam study tools. Interns are encouraged to begin their preparation for the certification exam(s) at the start of the program and are introduced to a variety of tools available for check out from the MLS student libraries. We highly recommend purchasing a certification exam review guide.

All interns (except those making up lost time) will take the FINAL EXAM on Friday on campus at Heritage University. All evaluations of the clinical rotations will be due, all textbooks, competencies, exam review CDs/DVDs, Hospital ID badges, etc. must be turned in or paid for before you will be allowed to take the exam. Continuing interns will take the portions of the final that cover departments they have completed.

The exam is about 200 questions and includes color plates for identification. The exam takes approximately 3 hours (4 hours maximum). Tests are corrected immediately and the results are given to each intern. Scores obtained on the final can be compared to historical data so that interns are aware of areas of weaknesses that need to be studied in order to attain the best score possible on the certification exam. Passing the clinical year is not contingent upon passing the final exam or the certification exam. The grade earned on the comprehensive final is a part of the Biol 445 Clinical Lab Leadership grade.

Upon completion of exit counseling, the comprehensive final exam, and the final program evaluation interns will have time to prepare for their graduation ceremony and the incoming cohort Welcome event. All interns are required to attend exit counseling provided by Heritage University’s Financial Aid Office in order to receive a copy of their final transcript which is needed by ASCP to confer a certificate of certification.
### Schedules: Rotation Schedule

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<td>UA/BF</td>
<td>B*</td>
</tr>
<tr>
<td>50</td>
<td>Aug 5</td>
<td>UA/BF*</td>
<td>UA/BF</td>
<td>B*</td>
</tr>
<tr>
<td>51</td>
<td>Aug 12</td>
<td>UA/BF*</td>
<td>UA/BF</td>
<td>B*</td>
</tr>
<tr>
<td>52</td>
<td>Aug 19</td>
<td>UA/BF*</td>
<td>UA/BF</td>
<td>B*</td>
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<tr>
<td>53</td>
<td></td>
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</tbody>
</table>
Schedules: Key to the Rotation Schedule

The first 18 weeks of the program year calendar (rotation schedule) students are on campus in Toppenish at Heritage University. Mornings are in the classroom for lectures, afternoons are in the simulated clinical lab for lab skills learning and practice. The different colors for the topics, chem, bloodbank indicate the different instructors for those components.

Sites:
- * (Asterisk) = Virginia Mason Memorial Hospital (VMMH)
- (No Asterisk) = Astria
- Blue = Kadlec Regional Medical Center, Richland (KRMC)
- Pink = Lourdes Medical Center, Pasco (LMC)
- Yellow = Tri-Cities Laboratory, Kennewick (TCL)
- Gray columns=Walla Walla (WW)

Subjects:
- M = Microbiology
- H/C = Hematology & Hemostasis (Coagulation)
- UA/BF = Urinalysis & Body Fluids
- B = Blood Bank (Immunohematology)
- C = Chemistry

PLEASE NOTE: Interns must obtain 70% in all pre-clinical courses in order to proceed from pre-clinical work into the clinical intern rotations. The rotation you are placed into first is solely at the discretion of the instructors however, you will have an opportunity to give your preferences for partners and first rotation. During the year, there may be some extenuating circumstances that may require adjustment of your rotation schedule. Please be flexible.
Schedules: MLS Program Holidays

Interns are not required to work on the published University holidays. Interns may elect to seek permission of the section supervisor to come to the lab on a holiday. Only the section supervisor can determine if appropriate staffing is available to ensure proper supervision and safety for the intern and patients to be in the lab on a holiday.

Heritage University MLS Program Holidays 2018-2019

<table>
<thead>
<tr>
<th></th>
<th>Holiday Name</th>
<th>Date(s)</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Labor Day</td>
<td>September 3, 2018</td>
<td>1 day</td>
</tr>
<tr>
<td>2</td>
<td>Veteran's Day</td>
<td>November 12, 2018</td>
<td>1 day</td>
</tr>
<tr>
<td>3</td>
<td>Thanksgiving Day</td>
<td>November 22 - 23, 2018</td>
<td>2 days</td>
</tr>
<tr>
<td>4</td>
<td>Winter Vacation</td>
<td>December 20, 2018 – Jan 4, 2018</td>
<td>12 days</td>
</tr>
<tr>
<td>5</td>
<td>Martin Luther King Jr.</td>
<td>January 21, 2019</td>
<td>1 day</td>
</tr>
<tr>
<td>6</td>
<td>Presidents' Day</td>
<td>February 18, 2019</td>
<td>1 day</td>
</tr>
<tr>
<td>7</td>
<td>Spring Renewal Day</td>
<td>April 19, 2019</td>
<td>1 day</td>
</tr>
<tr>
<td>8</td>
<td>Yakama Nation Treaty Day</td>
<td>June 7, 2019</td>
<td>1 day</td>
</tr>
<tr>
<td>9</td>
<td>Memorial Day</td>
<td>May 27, 2019</td>
<td>1 day</td>
</tr>
<tr>
<td>10</td>
<td>Independence Day</td>
<td>July 4, 2019</td>
<td>1 day</td>
</tr>
<tr>
<td>Heritage University</td>
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<td>---------------------</td>
<td></td>
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<td></td>
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<tr>
<td>Tuition &amp; Fee Schedule - Effective Fall 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-Apr-18</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Approved</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undergraduate Level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Students (12 to 18 credits per Fall semester)</td>
<td>$8,912</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Students (12 to 18 credits per Spring semester)</td>
<td>$8,912</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Student Tuition Rate per Credit (12 to 18 credit per semester)</td>
<td>$742.6667 /Sem. Cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition overload Fee for credits above 18 per semester</td>
<td>$743 /Sem. Cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Students below 12 Credits per semester</td>
<td>$743 /Sem. Cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Course Fee (science, art, course with contact hours)</td>
<td>$136/Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Long Learning</td>
<td>Costs vary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audit with record</td>
<td>1/2 tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audit for Senior Citizens (62+yrs.) - (on space available basis)</td>
<td>$60/Sem. Cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Tuition - COEP &amp; English</td>
<td>$770/Sem. Cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Masters in Medical Science Program - CA&amp;S</td>
<td>$33,000/yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Tuition - Physician Assistant Program (Grad Class 2017)</td>
<td>$37,275/yr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Tuition - Physician Assistant Program (Grad Class 2018)</td>
<td>$39,200/yr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Tuition - Physician Assistant Program (Grad Class 2019)</td>
<td>$40,375/yr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Application Fees – (non-refundable)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student effective Aug 1</td>
<td>$95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>$25</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Registration Fees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Registration (non-refundable)</td>
<td>$90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Student Orientation Fee</td>
<td>$50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add/Drop Fee (payable at filing)</td>
<td>$70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Removal of Incomplete Grade</td>
<td>$70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit by Examination, Application Fee</td>
<td>$230/course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HU105 Residence Fee</td>
<td>$185/term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accelerate Mentoring Fee (Fall &amp; Spring Terms)</td>
<td>$150/term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination Credit Fee</td>
<td>1/2 tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$15 Per copy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduation Fees</strong></td>
<td></td>
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</tbody>
</table>
Students accepted into nursing, teacher education, medical laboratory science or counseling courses must subscribe to student professional liability insurance, which is generally $50 or more per year.
Program Policies: Tuition, Fees and Refund Policy cont.

Payment

All charges are due and payable at the time of registration; however payment plans are available at tuitionoay.salliemae.com/heritage. The university reserves the right to deny students permission to register for another semester if any part of the account for the preceding semester(s) remains unpaid. Seniors must clear accounts one month prior to their graduation date.

1. The nonrefundable, one-time registration fee is due at the time of registration. All non-tuition fees, such as laboratory fees, are paid at registration unless financial aid has been awarded and/or a payment plan has been established.

2. If financial aid has been awarded, a copy of the award letter must be attached to the registration.

3. Statements are sent on or about the 20th of each month.

Refunds

All request for withdrawals must be made on an official add/drop form or online for refunds to be granted. Submittal must be made to the Registrar's Office by the appropriate day and approved before refund requests are granted. Forms must be submitted on the previous business day if the cut-off day is a non-business workday.

Heritage University Refund Policy

FALL & SPRING TERMS- Undergraduates Only

<table>
<thead>
<tr>
<th>Days (including weekends and holidays)</th>
<th>Percentage of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of the semester through the 14th calendar day</td>
<td>100%</td>
</tr>
<tr>
<td>15th day through the 28th day</td>
<td>50%</td>
</tr>
<tr>
<td>29th day through the end of the semester</td>
<td>0%</td>
</tr>
</tbody>
</table>

SUMMER TERM & GRADUATES INTENSIVE WEEKEND OR SHORT-TERM CLASSES

<table>
<thead>
<tr>
<th>Student Withdraws</th>
<th>Percentage of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 10% of the total contact hours of the course</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to 20% of the total contact hours of the course</td>
<td>50%</td>
</tr>
<tr>
<td>Prior to 25% of the total contact hours of the course</td>
<td>25%</td>
</tr>
<tr>
<td>After 25% of the total contact hours of the course</td>
<td>0%</td>
</tr>
</tbody>
</table>

All above percentages exclude nonrefundable fees. Laboratory fees are refundable.

Refunds will be available to the student approximately four weeks after an official withdrawal form is submitted to and approved by the Registrar's Office. An additional two weeks are required to process refund requests made by mail. Debts owed to the university must be paid in full before any tuition refund is issued. These debts include, but are not limited to, payments owed to the bookstore, tuition and fees. First-time students on financial aid shall be accorded prorated refunds, per U.S. Department of Education regulations.
Program Policies: Attendance

Absenteeism / Tardiness

Every intern is required to attend all classes, lectures, labs, enrichments and clinical experiences. Only three excused personal leave days are allotted per program year for use as sick days or absence. **Personal day leave may not be taken on exam days.** Do not expect to change the date of an exam. Personal day leave may be used for illness, appointments, interviews, family obligations, etc. **We highly recommend using only one personal day per semester.** All assigned work is still required. No due dates will be changed due to taking a personal day. The instructor or program director reserves the right to have any absences made-up. This is on a case-by-case basis and varies according to curriculum, schedule and level of competency of the intern.

Failure to meet the program’s attendance requirements will result in corrective action, including academic probation and dismissal. Attendance will be documented on the intern’s course evaluation form. Absences beyond the three personal days will result in implementation of the progressive disciplinary process:

- 1st occurrence – written counseling
- 2nd occurrence – academic probation
- 3rd occurrence – dismissal

Leaving early (15 minutes) is considered a half-day absence. Arriving late (15 minutes) is considered a half-day absence. Missing phlebotomy is considered a half-day absence. Half-day absences are deducted from your allotted personal days. Students/Interns are not to schedule doctor and dental appointments during assigned rotation times.

Serious illness (requiring medical care and lasting more than **3 days**) will require a doctor's statement, regarding fitness to return to class and/or clinical rotation prior to the intern being allowed to return to the program and will not be counted in the attendance policy. Make-up determinations will be made on a case by case basis but are not guaranteed. **No more than one serious illness will be excused per program year.** If more than one serious illness occurs, the intern must withdraw from the current year and re-apply to the program for another year.

Interns who are absent due to illness or other unplanned event are required to personally call the MLS Site office and assigned laboratory before the assigned report time. Leave a voice message if no one answers. If the intern is unable to attend lecture and review sessions he/she needs to call the site coordinator/director's office personally before 8:00 a.m.

**Absences due to special circumstances** (e.g. funerals, grave illness in family, maternity leave, etc.) must be approved by the program director, site coordinator AND the section trainers.

**Accountability** during the clinical rotation is required and maintained by always letting the training tech know when you expect to be out of the lab, such as going to break, down to the library, going on rounds, etc.
PERSONAL LEAVE OF ABSENCE RECORD AND VERIFICATION FORM

INTERN: _________________________________________________________________

Interns are allowed 3 personal days of leave during the 52 week Medical Laboratory Science program. These days may not be used on exam days and exam times may not be rescheduled to accommodate a personal day request. Personal days can be used for appointments, illness, family obligations, interviews, etc. We highly recommend using only one day per semester. Tardiness, leaving early (15 mins=1/2 day) and not performing phlebotomy (1/2 day) will be deducted from allotted personal day time. It is the intern’s responsibility to care for and provide this form to the appropriate parties when requesting leave.

<table>
<thead>
<tr>
<th>PERSONAL DAYS</th>
<th>GRANTING SIGNATURES &amp; DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site Coordinator for Rotation</td>
</tr>
<tr>
<td>1</td>
<td>Date Requested</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Illness will be tracked via required notification phone calls made to the Site Coordinator. Copies of the form go into your campus file. A second sheet may be needed if ½ days are used. 

*Attendance reporting is Federally Mandated for our institution.*

Absences beyond three personal days will result in implementation of the progressive disciplinary process:
- 1st occurrence – written counseling
- 2nd occurrence – academic probation
- 3rd occurrence – dismissal from the program
Program Policies: Major Illness or Family Emergency

If a major illness or family emergency occurs during the clinical year, the intern has the option of halting their current rotation and taking time away from their studies until the illness or family emergency has been resolved. Incidents will be assessed on an individual basis and the best approach to take will be decided by the intern, the site coordinator, the program director and the appropriate section trainer. This may necessitate beginning or completing the rotation at the end of the year or dropping from the program and re-applying for the next year.

If a major illness or time off days missed in a department are more than the length of the rotation in weeks (example: 8 days in hematology, which is a 5 week rotation) then the intern must repeat the rotation at the end of the year. If more than one rotation is missed the student must apply for acceptance into the program another year. Affiliate sites must agree to have a student in their lab after the end of the program for time make-up or remediation to occur.

Parental & Maternity Leave

Any female intern who enters the program pregnant or becomes pregnant and delivers the baby during the clinical year has the option to take maternity leave. Each case will be decided on an individual basis as to how much leave is needed and how the rotation time will be made up. Any male intern who asks for parental leave will be granted the leave and he will be allowed to make up the missed time under the same conditions as stated above.

Withdrawal

If you feel that a career in medical laboratory science is not for you and you are considering dropping from the program, it is important that you discuss this with the program director, site coordinator and lab supervisor to look at all options available. If you still feel you would like to resign, it is mandatory that you turn in a signed and dated letter of resignation to the director before leaving and submit a withdrawal form to the Registrar’s Office to meet federal mandates.

Reference: Heritage University Catalog Compassionate Leave Policy
Program Policies: Part Time Employment, Service Work and Clinical Assignment

Working in a clinical laboratory outside of regular academic hours is noncompulsory for interns. Laboratory employers may ask interns if they are interested in working on evenings or on weekends. These opportunities are optional and interns are considered employees of the institution during these hours.

During clinical experience hours, interns may not be used as scheduled staff (service work) and all testing performed by interns in the clinical lab is under the direct supervision of laboratory employees. Interns are not permitted to release patient results.

We recommend that interns who do take part time employment do not work more than 16 hours per week. Full time employment is strongly discouraged during the internship year. Should an intern go on academic probation, we may suggest that he/she reduce his/her hours or refrain from working altogether. If you are interested in part time employment in the lab, contact the lab managers. Interns are not excused from program responsibilities to attend any job interviews, orientations or other job related activities. Personal days must be used for these activities.

If you do take employment at one of our clinical site labs, it is important that you follow all employee policies and conduct yourself professionally at all times. If you are job-sharing (2 or more interns sharing one position), be sure to arrange for the other intern to cover for you if you cannot work your assigned day. Intern jobs are great experience and look great on your resume (and extra money, too). If you do well, you can get a good reference and / or maybe a permanent job.

Course Acceleration or Advanced Standing

Due to the present work load and staffing situations in our program and clinical affiliate sites, we do not offer course acceleration or advanced standing at this time.

Evening and Night Shift Rotations

Occasionally, you may be required to work on an evening or night shift to learn specific tasks and workflow. Except in emergency situations, you will not be required to work on a split, evening or night shift for an extended period of time. Students will be given as much notice as possible when they will be required to train on a split, evening or night shift.

Clinical Assignment

In this program we accept the number of students for which we have clinical placement sites. If for some unforeseen reason a site cannot take a student during the program year, we may ask another site to accept the student, alternatively we can ask for placement outside of program year. For example, lab illness, lab remodeling, student extended leave or remediation.
Program Policies: Dress Code

When in the labs, interns are expected to wear clinical site-provided lab coats. Please follow lab policy and courtesy regarding lab coats. Lab coats are to be worn closed and are not to be worn outside the lab except for phlebotomy. Remove lab coats before entering break rooms or restrooms. You may not take lab coats home. **These rules are for intern and patient safety and comfort.**

1. **Shoes**
   a. All shoes **must have heels and toes**, be clean, polished and have clean shoelaces. Shoes should have non-skid soles.
   b. Cloth tennis shoes, sandals, Birkenstocks, or clogs without a heel cover may **not** be worn.
   c. Tennis shoes with leather uppers can be worn if they are nice looking and clean. Athletic shoes, however, cannot have bright colors or patterns.
   d. **Socks or nyons must be worn.** Nylons are considered part of the dress and should be in good repair. No bare legs.

2. **Nails**
   a. Must be **clean and clipped short** enough not to be injurious to patients.
   b. **Nail polish** may be worn but should be **in good repair**.
   c. **Artificial nails cannot be worn in patient care areas.**

3. **Clothing (under lab coat)**
   a. Must be clean, pressed and in good repair.
   b. Must fit appropriately (i.e. too snug)
   c. Must not be a safety hazard (i.e. too loose).
   d. Uniforms or scrubs may be worn, but must be of **reasonable** color or design.
   e. Dresses should be just above or below the knees (no higher than mid-thigh). Pantsuits, jumpsuits, or culottes are acceptable.
   f. The following are **not permitted:**
      i. Denim of any color
      ii. Sweatshirts, halter tops, or T-shirts
      iii. Long dresses that you may trip on
      iv. Shorts
      v. Sundresses, off-shoulders or low-cut blouses or dresses
      vi. Spandex lycra, stretch pants, or cotton leggings
   g. Appropriate underclothing is necessary and should not be visible.

4. **Hair**
   a. Must be clean and combed.
   b. Interns with long hair (below the shoulders) must tie it back or wear it up while at work. The hair must be kept from falling forward over the work areas or onto patients while doing phlebotomy.
   c. Hair pieces are allowed if clean, free of odor, and conform to hair regulations.
   d. Beards, mustaches, and sideburns are permissible if clean and neatly trimmed.
Program Policies: Dress Code, cont.

5. Miscellaneous
   a. Jewelry is allowed, but must be tasteful and in moderation. Earrings may be worn in the ear only; all other **piercings must NOT be visible**. A maximum of two earrings per ear. No dangling earrings should be worn (less than 1 inch).
   b. **No visible tattoos**
   c. Name badges are considered part of the uniform and must be worn at all times
   d. No gum chewing is allowed.
   e. No smoking is allowed in the hospitals.
   f. Excessive use of cologne, perfume, or aftershave lotion is not permitted. Your clinical training site may have a fragrance free policy that you will be required to follow.
   g. Make up should be applied tastefully and in moderation and never applied in working areas of the lab.
   h. Personal hygiene must be attended to.
   i. None of the following may be worn: political pins, religious pins, holiday pins, union/professional pins, and United Way pins. School class pins are OK.
**Program Policies: Policies Governing the Use of Student Libraries**

You may get the key from the switchboard operator at ARMC if the door is locked (after hours). Access at Heritage at CBC depends on posted hours of operation. In Walla Walla, books for you will be available in the lab. You may also use any of the university libraries. All materials and books must be checked out. Remember to sign, date, and leave the card in the box. If there is no card, just fill out a blank card, which can be found at the back of the box. Damaged or missing materials which you checked out last will be replaced and charged to your student account.

All checked out materials are due prior to beginning the rotation final exam so that other interns may use them, too. Cards will be marked off as returned and items condition will be checked by the site coordinators.

**Student Library Rules Classroom Lab or Library after Hours**

- Keys to the site student library room may be signed out at the switchboard at ARMC.
- Sign your name, date, time in when you pick up the key and time out when key is returned.
- Double check that all equipment used is turned OFF before leaving.
- Turn off all lights and air conditioners and firmly shut door when you leave. Make certain all windows are closed.
- If you leave for a short period of time, lock the doors. Also, for security, you may want to lock yourself in when you are in the site student library alone at night.
- Eating and drinking of non-alcoholic beverages is allowed in the student library.
- **No lab tests are to be taken and/or reviewed without one of the faculty or a proctor present.** Slides and digital images can be viewed if available.
- Interns will not have access to the ARMC or campus program office.
Program Policies: Student Laboratory Rules

- No procedures are to be performed in the classroom laboratory by students without direct supervision of an instructor.

- Lab coats must be worn when doing lab procedures. These should be left in the MLS coat locker and not be taken home or worn outside of the lab.

- Casual dress is allowed when on campus. You are representing the profession at all times.

- When going down to break or lunch, remove lab coat. No coats outside of the lab.

- No open-toed or open-heeled shoes will be allowed in the lab; tennis shoes are OK.

- Long hair must be pulled back.

- Wear gloves and use other safety equipment (i.e. face shields, goggles etc.) when instructed or whenever you feel it is appropriate.

- No food or drink in the lab. Smoking is permitted outside in designated areas only.

- Leave your work area clean and disinfected. Wash your own glassware and pipettes.

- Refer to Chemical Hygiene Plan when needed. Call 911 in an Emergency and Ext 3702, Physical Plant Director, for assistance.

- Know where all safety equipment is located and how to use it:
  - Gloves
  - Eye wash and shower
  - Evacuation route
  - AED (automated electronic defibrillator)
  - MSDS sheets (materials data and safety sheets)
  - Hood
  - Fire extinguisher
  - Biosafety cabinet
  - Face shields
  - Goggles
  - Fire alarm
  - First aid kit
  - Lab coats
Program Policies: Accommodation of Disabilities

Interns are expected to be able to perform the "Essential Functions" and meet the “Essential Requirements” which were mailed to every applicant accepted, and are listed below for your reference along with the University Notice which we post on every syllabus for your convenience.

Important Information--Disability Policy

The current law of the Americans with Disabilities Act of 1990, states that a “disability can be a physical or mental impairment that substantially limits one or more major life activities of an individual.” As an institution of higher education, Heritage University is committed to providing reasonable accommodations for students with disabilities.

If you believe you have a disability which may warrant an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment at: 509-865-8544, or e-mail OfficeofAbilityServices@heritage.edu

For more information about disability services, please click on the links below: http://www.heritage.edu/Current-Students/Office-of-Ability-Services
Program Policies: Exam/Quiz Policies

1. No rotation final exam is open-book. In a few cases, you may have a take home quiz.

2. For many practical exams you will be allowed to use the procedure manual. Be sure to ask if you are not sure. Most written "paper" practical exams are NOT open-book.

3. Practical exams are timed. **There is a penalty for going over the time limit.** It is better to get the correct answer than to meet the time limit if you find you must make that choice.

4. Exams will be taken on the assigned day unless there are extenuating circumstances (as determined by the site coordinator and mentor). The site coordinator shall be notified of changes in the schedule. If an extension is allowed, the exam should be taken no more than 3 days later.

5. If a rotation take-home quiz is turned in after the due date, the score obtained will be lowered by a percentage determined by the instructor for each day it is late. On take-home quizzes you will be allowed to use your notes or textbooks BUT you are not permitted to get your answers from another intern nor are you permitted to distribute copies of the quiz to others in the program.

6. **Interns are not to divulge the contents of any exam or practical to another intern.** This includes the questions or the answers. This constitutes **academic dishonesty** you will be subject to **immediate dismissal** from the program. Most exams have alternate versions of the same difficulty.

7. Quizzes and finals will be graded and shared with you as soon as possible so you may learn from the experience and redirect if needed. Scores below B will be shared with bench trainers so that they may assist you in your progress. It will be up to you to request any help that you may need from your instructor and/or those in the section.
Program Policies: Grading

The source of the final grade will be based on the following:

- 70-73%  =  C-
- 74-76%  =  C
- 77-79%  =  C+
- 80-83%  =  B-
- 84-86%  =  B
- 87-89%  =  B+
- 90-93%  =  A-
- 94-100% = A

A grade of C- is equal to a 1.7 average or a minimum of 70%. This is the minimum grade you must maintain to remain in the clinical year. This is less than the University standard for courses.

- The final grade is computed from the following parameters:
  - Practical exam(s) given in the rotation section. (weighted at 35% of grade)
  - Quizzes in each section. (weighted at 25% of grade)
  - Final exam given at the completion of each rotation. (weighted at 30% of grade)
  - The evaluation(s) from trainer/mentors(s) and/or instructors. (weighted at 10% of grade)

The intern must pass each of the following by the specified score:

- The total grade for the preclinical courses must be 70% or greater.
- Each clinical practical exam score must be 70% or greater.
- The clinical didactic quiz average must be 70% or greater.
- The final clinical rotation/section exam average must be 70% or greater.

Academic Probation & Dismissal

We require that you review and retake any clinical final exam or clinical practical where you earn less than 70%. You will move to probation status and work must be repeated and passed prior to the end of the next 8 week rotation. You must earn ≥ 77% on the retake, however, the original grade will be used to determine your course grade. There are no retakes required for fall term coursework. Non-academic probation can occur at any time throughout the program year and counts as a probation.

PROBATION will occur as a result of the following:

- If you do not pass one preclinical course, you will be given notice of “Mini-probation”. This is not probation, but a warning that another failure in a preclinical course or a clinical rotation will result in probation.
- If you do not pass two preclinical courses, you will be placed on probation and if you do not pass another preclinical course you will be subject to dismissal.
- If you do not pass two preclinical courses, you will be placed on probation and if you do not pass a clinical course component you will be subject to dismissal.
- If you do not pass a clinical course component you will be placed on probation and if you do not pass another clinical course component you will be recommended for dismissal. The Provost is consulted regarding dismissal.
Program Policies: Deficiency Remediation

1. You must make up the probation and/or deficiency prior to the end of the following rotation. The make-up process varies based on how the probation occurred:

   a. If the deficiency is in a preclinical course, you will be required to immediately schedule a meeting with Advocacy and Academic Skills Center to meet with specialists to review what you are doing now and get assistance on things you might try to realize improvement. Ext: 4570  Located in the Library Building.

   b. If the deficiency is in the didactic quiz area, additional time may be required in the department. The length of time will be decided by the site coordinator, program director, trainer/mentors(s) and the intern, after which, a comprehensive quiz must be retaken and passed by 77%.

   c. If the deficiency is in the didactic section final, additional time may be required in the department. The length of time will be determined by the site coordinator, program director, trainer/mentor(s) and the intern, after which a comprehensive department final must be retaken and passed by 77%.

   d. If the deficiency is in the practical area, time must be spent in the department renewing skills. All practical scores below 70% will be retaken, (similar but not identical exam(s) will be given), and must be passed by 77%. The exam(s) will cover deficiencies identified during the rotation.

   e. If the Lab Leadership course is not passed by 70%, assignments must be redone to earn the required 77%. The program director, in consultation with the lab mangers and site coordinators, will decide how these should be made up.

2. If any of the repeat exams are not passed by 77% the intern will be dismissed from the program, will not receive a certificate of completion for the program and will not be eligible to take the Board of Certification examination.

3. The original grades earned, which resulted in a deficiency and/or probationary status, will stand, be submitted to the Registrar and posted on the intern’s transcript.

***The issuing of a degree or certificate by Heritage University and the Medical Laboratory Science Program is NOT contingent on the passing of any type of external certification or licensure examination.***
Program Policies: Deficiency/Probation Appeal

Appeals must follow this order and timeline:

1. Appeal to the Program Director
   a. The appeal to the program director shall be made by the intern in writing no later than one week following official notification of deficiency and/or academic probation. See form on page 62.
   
   b. The program director shall review the merit of the appeal based only on the grounds/concerns expressed by the intern in the appeal petition. The program director may then either uphold the original decision or revise the original decision.

2. Appeal to the Dean of the College of Arts and Sciences
   a. The appeal to the Dean shall be made by the intern in writing no later than one week following official notification of program director’s decision.
   
   b. The Dean shall review the merit of the appeal. The Dean may then either uphold the original decision or revise the original decision.

3. Appeal to the Provost/Vice President of Academic Affairs
   a. The Provost may request that a Hearing Committee review the matter.
   
   b. The Provost communicates the final decision to the concerned intern/student.

Reference: Heritage University Catalog Probation, Dismissal, Appeal Policy
**Program Policies: Non-Academic Probation Dismissal Policy**

It is the policy of the Heritage University Medical Laboratory Program to produce graduates with entry level knowledge, skills and integrity associated with a professional. Interns who demonstrate problems of **repeated non-compliance with standards for professionalism** (professional behaviors) and/or **student policies set forth by the University and/or the affiliate labs** will enter the progressive discipline process as outlined below. **Any gross misconduct** may result in **immediate dismissal** on the **first offense** as defined by, but not limited to the violations as listed below. Should an intern’s behavior result in the affiliate requesting their removal from the facility, the University will conduct an investigation but no accommodations will be made to place the intern into another facility and the intern will not be able to complete the program year. During the clinical year the following progressive disciplinary process will be used:

**Progressive Discipline:**

1. **Oral warning**
   a. The facts are recorded on incidence report (see next page), intern is informed by the individual bringing the complaint, intern is counseled by the Site Coordinator, and Program Director is notified.
      i. Level A offenses

2. **Written warning**
   a. The facts are recorded on incidence report (see next page), intern is counseled by Program Director and the Dean of Arts and Sciences is notified and the intern is placed on **Probation Status**.
      i. Should the same behavior noted at step one occurs again
      ii. Or if another violation is committed
      iii. Or this is the first time for an incidence, as listed in Level B offences

3. **Dismissal**
   a. The facts are recorded, intern is counseled by the Program Director and the Dean of Arts and Sciences and a **recommendation for dismissal** is submitted to the Provost.
      i. If the same behavior continues
      ii. Or another violation is committed
      iii. Or gross misconduct occurs, as listed in Level C offences
Program Policies: Non-Academic Probation Dismissal Policy, cont.

Type "A" Offenses Progressive Discipline begins at Step 1.
- Leaving the lab during assigned clinical hours without the proper permission.
- Failure to comply with lab or hospital dress code or to wear name badge.
- Requests for time off outside parameters of personal day use policy.
- Not performing phlebotomy when expected.
- Disrupting instructor and/or classmates in lecture, review session or lab.
- Insubordination-- unwillingness to comply with program and affiliate standards or expectations.
- Acting with arrogance and/or flippancy.
- Providing bare minimum performance during the program year.
- Repeated procrastination toward work, requirements and/or assignments.
- Working in an unsafe manner including on-the-job injuries.
- Failure to follow fire and safety regulations. Includes safeguarding hospital badge.
- Discourteous treatment of the public, medical staff, fellow interns, instructors or other lab employees.
- Solicitation of patients for collections, donations, raffles, ticket selling, or sale of merchandise.
- Distributing or posting of any literature, poster, handbill, petition or other notices on hospital property without proper authority.
- Receiving personal visitors in a work area.
- Use of personal electronic equipment in the laboratory other than calculators. (Cell phones, smart phones, droids, IPads, earbuds, IPods, laptops, kindles, etc. are not allowed in labs due to HIPAA and biosafety reasons)

Type "B" Offenses Progressive Discipline begins as Step 2.
- Failure to comply with lawful direction of supervisor (section head or program director).
- Malicious gossip or derogatory attacks on any individual.
- Engaging in a course of conduct, which causes or contributes to discord or dissatisfaction among anyone involved in the MLS program year.
- Unauthorized use of duplicating equipment for personal use.
- Failure to observe department/intern lab schedules, including break and lunch periods, without prior authorization.
- Repeatedly removing material from student library or hospital department(s) that is not to be removed.
- Reporting to clinical under the influence of alcohol, narcotics, illegal drugs, or other substances, which impair the ability to perform assigned tasks.
- Disorderly conduct on premises, including the use of profanity, abusive language, practical jokes, horseplay, etc.
- Violation of hospital rules and regulations. Includes immediate reporting of lost badges.
- Gambling on hospital property.
- Smoking in unauthorized areas.
- Refusal to obtain medical help for self when requested by lab manager or program director.
- Sleeping while on duty (in the lab during assigned rotation time).
- Convictions during clinical year.
- Unauthorized use of patient beds.
Program Policies: Non-Academic Probation Dismissal Policy, cont.

- Failure to report an injury or incident concerning a patient, employee, visitor, or any person within the hospital or on the grounds.
- Repeated violation of hospital parking rules.
- Accepting gratuities (tips), gifts, or fees from patients, their relatives, or others for the performance of duties.

Type "C" Offenses Progressive discipline begins at Step 3.

- Falsification of program application form, personnel records, or application for employment.
- Cheating on any program examination, including the use of electronic devices.
- Failure to consent to and to cooperate fully with any search and/or medical test or evaluation to reveal the use or possession of alcohol, narcotics, illegal drugs, or other inappropriate materials which could affect the safety of patients, staff, or property or the general using hospital facilities.
- Willful or negligent acts that would endanger the lives or property of others.
- Conviction of a crime, where the crime bears a relationship with the presence of the intern in a hospital setting.
- Unauthorized use of any hospital information, equipment supplies, or funds.
- Dishonesty or theft.
- Falsification of patient records.
- Any immoral conduct on hospital property.
- Sexual harassment.
- Unauthorized retrieval, review, or disclosure of any medical information obtained from any source related to hospital that is not within the assigned duties.
- Solicitation of tips from patients or visitors.
- Wasting supplies, damaging, defacing, or deliberately mishandling equipment or property.
- Possession of weapons on hospital premises.
- Unauthorized use or duplicating or altering of hospital badges, identification cards, parking permits or permitting another to use the same.
- All actions, which can legally be construed as a misdemeanor or felony while on hospital premises.
- Possession, use, distribution, or sale of substances such as alcohol, narcotics, or other illegal drugs on hospital premises.
**Learning Materials & Guides: MLS Textbook & Reading Assignments**

**Reading assignments are required in each rotation.** Most reading assignments may be found in your textbooks. Some readings are in books or articles may be provided to you by the trainer in the clinical lab. As you enter each section make sure you are aware of what books are available for you to use while in their lab. In addition we have two student libraries with books which you may check out.

If books are marked up, mutilated or lost you will need to replace that book in our library. You are responsible for the books you borrow. Contact your site coordinator regarding library access.

At the completion of each rotation, interns must **return all checked out books before they will be allowed to take the rotation final.** Remember that another intern will be going into that department and will need those books.
Learning Materials & Guides: MLS Student Library

Chemistry:


Urinalysis:


Blood bank:


General:


Certification Review:


Learning Materials & Guides: MLS Student Library, cont.


CACMLE Virtual Tour CD+ (licensed and copyrighted)
- RBC
- WBC
- Cytospin body fluids
- Urine

Pathology Image Atlas+ (with site License)
- Mycology
- Parasitology
- Bacteriology
- Hematology

Phlebotomy
Applied Phlebotomy Video DVD Series 2011

Online Training
Medical Training Solutions, University of Washington

Posters
- Peripheral Blood, Platelets morph and Microorganisms
- Peripheral Blood ABN RBC morph
- Peripheral Blood ABN WBC morph

Available Learning Materials: Heritage University Library MLS Databases & Websites

**Academic Search Premier – EBSCO**
Index and abstracts for more than 8,300 journals, with full text for more than 4,500 titles. PDF backfiles and searchable cited references are provided for over 1,000 titles.

**Ageline - EBSCO**
A gerontology database focused on research articles. It is produced by AARP

**Biological Science Database – ProQuest**
Incorporates the Biological Sciences, MEDLINE, and TOXLINE databases. Provides full-text for scholarly journals, trade and industry journals, magazines, technical reports, conference proceedings, and government publications.
BioMed Central
An early leader in open access publishing. BMC hosts a growing number of high quality peer-reviewed journals including broad interest titles such as *BMC Biology* and *BMC Medicine*, specialist journals such as *Malaria Journal* and *Microbiome*.

CDC Data & Statistics
Produced by the Centers for Disease Control and Prevention. Contains data and statistics for both general and specialist readers. Content ranges from poster sessions and minutes to task force recommendations to peer reviewed research articles.

CINAHL Complete -- EBSCO
One of the most highly regarded resources for research tin nursing and allied health professionals. Includes full-text access to top journals, evidence-based care sheets, quick lessons and more.

Cochrane Clinical Answers – Wiley
Cochrane Clinical Answers (CCAs) seeks to inform users with readable, digestible, and actionable clinically focused entry points. Users can also dig deeper to find more relevant information from relevant Cochrane reviews.

Cochrane Library – Wiley
A collection of six databases Cochrane Database of Systematic Reviews, Cochrane Central Register of Controlled Trials, Cochrane Methodology Register, Database of Abstracts of Reviews of Effects, Health Technology Assessment Database, and NHS Economic Evaluation Database) each of which contain different types of high-quality, independent evidence to inform healthcare decision-making.

Credo Reference
With over 3.2 million full text articles, Credo Reference provides comprehensive coverage of 15 core subjects including Medicine and Science

Family Health Database -- ProQuest
Provides international coverage dating back to 1988 of wide range of health subjects, including pandemics and obesity to sports injuries to midwifery. In addition to coverage from 350 full-text periodicals in including scholarly journals the database also includes 300 INTELECOM health video clips.

Health Reference Center Academic – Gale Cenage
A nursing and allied health database providing access to medical and professional periodicals, health and fitness magazines, and reference books and pamphlets.

Health Source: Nursing/Academic Edition
Provides access to full-text scholarly journals focusing on a range of medical disciplines. It provides indexing, abstracts and full-text for More than 260 peer-reviewed, full-text journals of nursing and allied health journals.
**MedicLatina**
Medical research and journals from Latin American and Spanish publishers.

**MEDLINE**
More than 5,500 biomedical and health journals from 1950 to the present are indexed in MEDLINE. New journals are not included automatically or immediately. Selection is based on the recommendations of a panel, the Literature Selection Technical Review Committee, based on scientific scope and quality of a journal. MEDLINE uses [Medical Subject Headings (MeSH)](https://www.nlm.nih.gov/mesh) for information retrieval. MEDLINE is recognized around the world as core resource for biomedical researchers and journal clubs.

**Nursing & Health Databases -- ProQuest**
Provides coverage for nursing, allied health, alternative and complementary medicine. It targets healthcare researchers as well as nursing and allied health programs at the university level. It indexes and abstracts more than 850 titles, of which 715 titles are full text. In addition there is full-text coverage for over 12,000 full text dissertations.

**ProQuest Research Library**
ProQuest Research Library is a multidisciplinary database covering thousands of thousands of full-text periodicals with a diversified mix of scholarly journals, professional and trade publications, and popular periodicals.

**PubMed Medline**
A free resource that is developed and maintained by the National Center for Biotechnology Information. The PubMed database includes over 28 million citations for biomedical literature. Citations and abstracts include the fields of biomedicine and health, covering portions of the life sciences, behavioral sciences, chemical sciences, and bioengineering. While most records only consist of citations which may or may not include abstracts, an increasing number of full text articles from Open Access journals are being included.

**WorldCat – FirstSearch**
WorldCat is an extensive combined catalog of over 9,000 libraries and contains records for over 74 million items in the U.S. and the world students and are able to determine whether a particular item is held by a particular library. It is also used to conduct literature surveys.
Learning Materials & Guides: Test Taking Tips

- **When taking an exam:**
  - Go through the exam once and answer those you know, don't spend a lot of time on those you don't know. Mark the answer your gut instinct tells you is right and place a mark in front of that question. After completion of the test the correct answer may have occurred to you, then go back and change the answer, but if you still don't know, stay with your first hunch.
  - Read the entire question and ALL the choices. Look at key parts of the question and do not read information that isn't there into the question.
  - If you just don't understand what is being asked by the question be sure and ask the individual giving the exam.
  - Find out how much time is allotted for the test in order to finish on time.
  - Look at each question to see if point count varies. Some answers may only be worth a half point or others may have several points.
  - Don't leave any questions blank, make a good guess.
  - Those items you don't know, try to reason it out based on past knowledge.

- **For True False questions:**
  - You have a 50/50 chance of getting it right even if you guess.
  - Look for words such as always, never, all, none - these are most often false.
  - Be aware of double negatives, which will make the statement true.
  - Some T/F questions will take the guessing out by saying, if false, state why.

- **For Multiple Choice questions:**
  - Look for "not" or "except" statements. Some students like to circle these key words.
  - You can use the T/F technique with each of the choices
  - If you see an "all of the above" or "none of the above", it is often the correct answer.
  - If 2 of the 3 choices are true and a third one you are not sure and a statement of all of the above is the fourth choice that has to be the correct answer.
  - Some multiple-choice questions will also give choice of various combinations of the above choices.
  - If numbers are choices the correct answer is usually between the highest and lowest number.
  - The longest answer is often correct.

- **For matching questions:**
  - Read the directions and scan over both columns. Take the first item on the column leaving space for the answers and then scan the entire column for the correct choice (don't stop at the first likely choice). Do each item in order and leave blank those you are not sure as this reduces your guessing at the completion.

- **For short essay questions:**
  - Point count is important to determine the length of your answer. If 4 points are possible, try to put in 4 key ideas.
  - Don't just start writing you answer; formulate your answer in your mind and think of the best way to say it. Be clear and concise, this may be important to the number of points you receive.
  - Write legibly; use correct spelling and good grammar. You may get points off because they can't read it or it sounds like garbage.

*Learn from those questions you miss on exams - tests are important tools for learning.*
Learning Materials & Guides: Test Taking Tips, cont.

- When taking the certification exam:
  - Get a good night sleep, don't cram the night before, and use the practice exams in advance.
  - If the exam is in another city, it is best to drive over the night before and stay near the test site.
  - Eat a healthy and leisurely breakfast.
  - Find out the location ahead of time or even drive to the test site from the location you are staying. This will save possibly getting lost and getting to the test site late (if past a certain time you will not be allowed to enter) or arriving in a panic state.
  - Get to the testing site early if possible.
  - Make sure you have everything you need such as several sharpened pencils, tissues, calculator, your glasses, etc.
  - Go to the bathroom before the exam, if you need to leave during the exam they do accompany you to the bathroom. If you are uncomfortable with a full bladder this will not help your concentration.
  - Read over or listen carefully to directions as they are given.
  - Note the time allotted (usually 2 ½ hours) and pace yourself to be at the half way point in at least 1 hour.
  - Go through each question and answer what comes to your mind first. At completion you can then go back to the ones you're not sure about. The certification exams are always multiple-choice format.
  - Keep your cool - if certain questions seem unfair or unreasonable, let it go, don't waste energy getting angry. Some are questions that will not be counted on the exam but are only trial questions for future exams.
  - When looking at pictures be sure and study all items present.
  - With computer exams it helps to back up from the picture, rather than going forward.
  - Don't leave any blanks, answer all questions, even if you guess.
  - Don't panic or freeze - temporary blocks in knowledge occur normally, just relax and continue on with the exam, mark the item and come back to it and you will most likely remember.
  - After the exam plan on treating yourself to something special like a nice lunch in a fancy restaurant, a shopping trip, etc. You deserve a treat for all the hard work you have put in!
INCIDENT REPORT FORM

Intern: ___________________________ Date of incident: ___________________________

Reporting party: ______________________ Date of report: _______________________

Facts related to the incident:
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Sanctions / interventions / time line for correction:
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Follow up:
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Intern signature ........................................ Program Director signature
SAFETY INCIDENT REPORT FORM

Intern: ___________________________ Date: ___________________________

Site coordinator: ___________________ Clinical Site: ___________________

*Intern and patient safety is the utmost concern in the medical setting. Please fill out this form to help us in making any needed improvements to protect you or our patients.*

Facts related to the incident:
____________________________________________________________________________________
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Suggestions for prevention:
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Follow up:
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Intern signature  Program Director signature
APPEAL/GRIEVANCE FORM

➢ If you feel you have a valid complaint and/or concern regarding a participant, instructor or situation in the program, you must put your concerns in writing, stating all the facts, and present it to the Program Director or the Dean of the College or Arts and Sciences. These individuals will investigate by gathering facts and then determine the appropriate course of action. If the Intern is not satisfied with this decision it can be appealed to the Provost.

Name of Intern: ___________________________ Clinical Site: ______________________

Rotation: ________________________________ Date: _____________________________

Complaint/Concern:
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Site Coordinator: ______________________________ Date: ______________

Instructor: ______________________________ Date: ______________

Resolution:
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☐ I want to appeal this decision
☐ I am satisfied with this decision

________________________________________________________________________

Intern signature
Responsibilities, Assessments & Forms: Intern /Student Evaluations

Evaluations of intern professional performance will be conducted on an ongoing basis during fall term by the instructors and scores can be added to the assignment portion of your course grade.

During clinical rotations evaluations will be completed by the clinical trainers/mentors. These will be submitted to the Site Coordinators for review by the interns during review sessions. Goals for improvement will be discussed with the intern and appropriate interventions will be implemented. Evaluations are graded and if there is no improvement following an intervention plan, probation and dismissal from the program can occur.

During clinical rotations trainers/mentors will submit graded professional performance evaluations at the end of the fourth week and eighth week of each rotation. These are averaged and count 10% of the rotation grade.

Competency evaluations are completed by interns and trainers as tasks are performed during the clinical rotation.

At the completion of each rotation the Site Coordinator will meet with each intern to discuss their progress and review their professional performance and competency documentation.

Interns will complete self-evaluations at selected intervals in order to reflect on their goals and improvement as they progress through the program year.

Interns will complete rotation feedback forms at the end of each site rotation. These will be sealed and not reviewed until after the class has graduated. Final program evaluations will be completed by interns during finals week. After graduation, the information provided on the feedback forms will be tabulated and shared with the clinical staff and the university instructors. The feedback received is used to assess the effectiveness of the program and make improvements.
ASSESSMENT OF MLS INTERN’S PROFESSIONAL PERFORMANCE

Assessment of the intern’s professionalism is an important element of the College of Arts and Sciences Medical Laboratory Science program. These behaviors are the attributes of professionals, and include attitudes and principles that ultimately manifest themselves into tendencies to act in a particular way.

Assessments of professionalism are not based on a single bench performance. Rather, assessments are conducted as needed and at least twice during a rotation from various bench trainers/mentors.

All interns will be assessed by bench trainer/mentors who’ve helped and/or observed the intern while at the bench using the adopted behaviors rating scale. If, in your professional judgment, an intern indicates a need for improvement please note specific behavioral evidence on the back of the form. In addition, attach documentation of meetings and/or other communications with the intern regarding their behavior, including suggestions for improvement. The Site Coordinators are responsible for consulting with the Program Director and department supervisors/section heads/leads regarding any concerns and follow-up and/or meet with the intern regarding intervention and growth plans. A rating pattern which indicates lack of improvement as required of a medical professional can result in probation and/or dismissal from the program.

The signed and dated copy of each intern’s behavioral assessment will be kept on file. Interns wishing to review their assessment must contact the Program Director or Site Coordinator.

Intern Reflection

Intern self-reflection is non-evaluative and is designed to help the intern identify strengths and areas for improvement.

When an intern completes the behavioral assessment process and believes that s/he has been judged unfairly (e.g., received an inappropriate rating) by a Heritage University faculty member or an affiliate mentor, the intern may file a grievance with the Dean through the Grievance Process found in the University Catalog by using the form provided in the Intern Handbook.

Designated Assessments (Please complete the assessments for interns as follows)

Medical Laboratory Science Intern:

Each intern will be assessed as needed and at four and eight weeks of a rotation by various bench trainers/mentors who have helped or observed the intern during that period using the professional assessment evaluation form in each clinical rotation. Evaluations are used as part of the grade for that rotation.

Return of Assessment Forms

Please complete the assessment forms in a timely manner. Completed forms will be submitted to the Site Coordinator by Friday of the week that they are due. Site Coordinators will join trainers and intern in reviewing the forms when interventions are required in order to appropriately document these conversations.
PROFESSIONAL PERFORMANCE EVALUATIONS
Medical Laboratory Science Program

Intern ___________________________ Course __________________ Site __________________________

Please use the rating scale below to fill in each box. Examples of professional performance are listed in each category. Please provide comments regarding strengths and goals for improvement at the end of this form.

EVALUATION SCHEDULE: Ungraded= 2nd and 6th week as needed; Graded 4th and 8th week.

RATING SCALE: 4=goes above and beyond, 3=expected, 2=some improvement needed, 1=unacceptable

ACCOUNTABILITY and INTEGRITY
☐ Is consistently honest and trustworthy
☐ Maintains confidentiality at all times, abides by HIPAA
☐ Provides complete and accurate documentation every time
☐ Does not use any personal electronics devices in the clinical labs
☐ Follows all lab safety policies and practices
☐ Occupies time productively, even when instructor/trainer is unavailable; puts forth 100% effort
☐ Comes prepared, reports on time, responds to all forms of communication in a timely manner

INTEREST and SELF-MOTIVATION
☐ Exhibits drive and interest in lab science; accepting tasks offered; volunteers to help whenever possible
☐ Recognizes and admits to errors: follows through with corrective action
☐ Takes on and follows through on tasks without constant supervision
☐ Shows enthusiasm for learning and improvement, consistently striving for excellence
☐ Accepts feedback in a positive manner demonstrated by prompt improvement

APPEARANCE AND PERSONAL HYGIENE
☐ Clothing and lab coat are appropriate, neat, clean and well maintained
☐ Exhibits good personal hygiene and grooming

APPLICATION OF KNOWLEDGE and SELF-CONFIDENCE
☐ Willing and able to follow written procedures on their own
☐ Demonstrates the ability to trust personal judgment
☐ Demonstrates an awareness of strengths and limitations
☐ Employs sound deductive reasoning in application of knowledge in new situations
☐ Attempts to solve problems on their own before seeking help from instructors and other interns
☐ Recognizes problems, formulates plan of action and follows through to a solution.
☐ Critically evaluates the work and reaches valid conclusions

WORK HABITS and COMMUNICATIONS
☐ Maintains neat and legible worksheets; written material is clear and well organized
☐ Attentive to instruction; listens well; receives and gives information effectively and courteously
☐ Recognizes established priorities and meets deadlines
☐ Correctly performs a procedure after it has been demonstrated and retains that ability
PROFESSIONAL PERFORMANCE EVALUATION, cont.

ORGANIZATION and TIME MANAGEMENT
- Demonstrates consistent punctuality, arrives when expected, begins assigned tasks promptly
- Comes prepared by reading theory or procedures ahead of time
- Is organized and works logically and efficiently to complete tasks and assignments within assigned time
- Makes appropriate use of clinical time to practical skills

TEAMWORK AND DIPLOMACY
- Maintains a neat and orderly work area, puts supplies away after use and restocks
- Is a good team player – demonstrates willingness to compromise when appropriate
- Places success of team above self-interest; is helpful and supportive, does nothing to undermine others
- Shows respect for all team members; gives validity to opinions and rights of others.
- Is able to remain flexible; accepts policies and accepts things that can’t be changed.
- Makes suggestions for change in a positive manner through proper channels
- Remains composed in unanticipated or adverse situations.

TECHNICAL SKILLS
- Exhibits skills and manual dexterity appropriate for technical work
- Demonstrates ability to apply skills and knowledge to new conditions
- Performs procedures and/or calculations with accuracy, precision and thoroughness
- Determines clinical significance of results correlating theoretical knowledge with practice
- Uses materials and supplies economically and maintains equipment and instruments properly

123 total points expected

Total points earned __________

Comments Section
Strengths:

Goals for improvement:

Attendance Section
Absences: ____________________________ Tardies ____________________________

Evaluator signature_________________________ Date________________________

Intern signature_________________________ Date________________________
Responsibilities, Assessments & Forms: Program Assessments

Interns will be given rotation and instructor feedback forms to fill out for each course and each clinical site. Please complete the evaluation form(s) within the class period in which they are distributed while the experience is fresh in your mind. Once the form has been completed submit the sealed envelope. Stated on the envelope will be the clinical site and the department. The envelopes will be opened after graduation for tallying at the completion of the program year. No names appear on the evaluation form itself and thus will not jeopardize interns in any way. Results are shared with instructors and clinical trainers and mentors in a typed format after the interns have graduated.

Use a different form for each clinical site for each rotation. If you would like to evaluate the various techs in the department at the same site, just use different colored ink on the same form. Please take time to give a thorough assessment of the strengths and your suggestions for improvements of a rotation/clinical experience. The purpose of you giving feedback is to support our efforts in making improvements to our program. Maintain professionalism in your comments and/or suggestions avoiding things which may be seen as hurtful or discourteous to others. Your purpose is to build not tear down.
ROTATION FEEDBACK FORM

Facility __________________________ Section: __________________________ Class of 2019

Please rate the clinical rotation experience and the trainers/mentors/instructors on the following characteristics by circling the appropriate number with 5 as STRONGLY AGREE, 4 as AGREE, 3 as SOMEWHAT AGREE, 2 as DISAGREE and 1 as STRONGLY DISAGREE. Circle NA if the item is not applicable. Please make each rating conscientiously. Make any comments below each statement. These evaluations will be compiled after your year has ended so your anonymity is assured. Because this information is so valuable in helping us to become better facilitators of your learning, we appreciate your participation.

Rotation Lecture Evaluation (university instructor)

1. Learning outcomes and objectives were clearly stated. The rotation manual was useful. 5 4 3 2 1 NA
2. Instructor was consistently well prepared. 5 4 3 2 1 NA
3. Instructor provided continuous feedback, respectfully. 5 4 3 2 1 NA
4. Study questions contributed to my learning. 5 4 3 2 1 NA
5. The didactic material provided rigorous academic challenges. 5 4 3 2 1 NA
6. Instructor offered assistance outside of class whenever I asked for help. 5 4 3 2 1 NA

Rotation evaluation (bench trainers)

7. I felt the tasks provided were at an appropriate level. 5 4 3 2 1 NA
8. Trainers demonstrated enthusiasm for the subject and the profession. 5 4 3 2 1 NA
9. I could find clear explanations of principle and procedure of tests in the labs procedure manuals. 5 4 3 2 1 NA
10. I was provided useful exercises and asked probing questions. 5 4 3 2 1 NA
11. I received helpful and supportive feedback. 5 4 3 2 1 NA
12. I was involved as an active participant in the department. 5 4 3 2 1 NA
13. I felt that the trainers cared about my learning and progress.  
5 4 3 2 1 NA

14. I felt the trainers respected my questions and helped me to explore answers.  
5 4 3 2 1 NA

15. Trainers employed a variety of strategies to interest, engage and motivate me.  
5 4 3 2 1 NA

16. I was helped to work effectively with others.  
5 4 3 2 1 NA

17. I had enough opportunities to demonstrate my learning and abilities.  
5 4 3 2 1 NA

18. I felt the stated competencies of the course were met.  
5 4 3 2 1 NA

5 4 3 2 1 NA

20. I had appropriate and helpful instructional materials and resources to support my learning (handouts, textbooks, etc.)  
5 4 3 2 1 NA

Self-evaluation

1. I came prepared each day by completing reading and reviewing daily assignments and competencies.  
5 4 3 2 1 NA

2. I took responsibility for my own learning by being observant, taking notes and utilizing reference books.  
5 4 3 2 1 NA

3. I demonstrated professionalism.  
5 4 3 2 1 NA

4. I participated and maintained a positive attitude.  
5 4 3 2 1 NA

Strength(s) of the rotation - situations that made you feel good about this area.

Goals for improvement of the rotation - situations that you feel could be improved in this area.
Responsibilities, Assessments & Forms: Student/Intern File Review Conferences

Each intern, in their file, has an application section which is accessed by the program director and the selection committee and a required documents section which is auditable by the affiliate sites. Interns also have a separate program file which contains evaluations, counseling, advising, quizzes, exams and assignments which you may review upon request. After you graduate a disclosure permission form and updated address and employment form is kept on file for each class along with any requests for information from employers or the intern. Per HU policy, documents, other than permission and employment information, are kept on file for two years and then shredded.

An intern may at any time meet with the site coordinator and/or program director for clarification of program policies and procedures, for advice about academic or non-academic problems, or for advice on professional and career issues. All discussions are confidential.

Each intern will have scheduled conferences with the site coordinator and/or program director at the end of each rotation during the clinical year. This time will be used to discuss intern performance to date and any problems the intern brings up. The conference includes areas where the intern has excelled or areas that may need improvement. Any specific problem or concern may also be brought up at this time. The intern professionalism and competency evaluation forms will be used for counseling purposes. Those areas that needed improvement would have been discussed with the intern during their clinical rotations so that the intern could address any areas of concern noted on their weekly evaluation forms and/or quizzes. The evaluation grade is added into the total grade for a department and may place you on probation only if the total grade is less than 70%. The evaluations are based on employee evaluation forms and the affective objectives found in this handbook.

If a problem on the evaluation continues or if a department supervisor (or other person) specifically reports a serious concern to the site coordinator or the program director, it will be written up on the incident form and discussed with the intern. If the problem continues, the site coordinator and/or program director may choose to initiate Non-academic probation/dismissal policies. Interns are encouraged to advise the site coordinator and/or program director of any problems as they arise during their clinical rotation so that interventions can occur promptly and successful progress can be made.

All grades will be kept in each intern’s file (part of which may be in MyHeritage course modules) and may contain practical exam grades, written quiz grades and the course final grades. All exams are kept by the individual instructor and/or site coordinators until the end of the year.

Tests are not to be photocopied, photographed, downloaded, saved or shared with other interns. Tests are learning experiences as well as a tool for assessing learning. If you feel your answer is correct and can show a current reference source for your answer (published within past 5 years) you will be given the additional point(s).
Responsibilities, Assessments & Forms: Essential Functions of Student/Interns

All interns admitted into the MLS program must be able perform these functions.

1. Learn to interact with patients in a professional manner, with respect for their rights to dignity, privacy, and confidentiality.

2. Learn to perform specified laboratory testing accurately and precisely in a timely manner.

3. Learn to organize workload, meet deadlines, and maintain an orderly work area.

4. Understand and follow safety precautions used in the laboratory.

5. Learn to perform equipment maintenance and function verification.

6. Learn to recognize and make decisions regarding quality control and other problems.

7. Learn to collect blood specimens and other body samples.

8. Learn to use the microscope to recognize diagnostic detail and/or color.

9. Recognize own preferred learning style and communicate needs to the teaching staff.

10. Learn to work cooperatively with other interns, faculty, employees, and supervisors. Communicate effectively.

11. Complete educational assignments and take written and practical exams.

12. Learn the theory/clinical significance behind lab testing to make sound decisions.

13. Complete projects about and learn principles of adult education and management.

14. Learn to keep accurate, legible records of laboratory work. Learn to use computers.

15. Learn to make good independent judgments.

16. Learn to work effectively under stress.

17. Show absolute integrity in the accurate performance and reporting of results.

18. Learn to work with potentially hazardous materials and samples. Show willingness to work with patients and samples that are potentially hazardous.
Responsibilities, Assessments & Forms: Essential Requirements of Student/Interns

1. Full ambulation is not essential, but must be physically capable of performing manual and automated clinical lab testing at workstations.

2. Must be capable of performing delicate manual tasks while wearing or using safety equipment mandated for laboratories.

3. Must be capable of reading, understanding, and applying new information about clinical laboratory science.

4. Must be capable of understanding and following instructions, both written and verbal.

5. Must be able to communicate effectively with laboratory and hospital staff.

6. Must be capable of performing phlebotomy throughout the hospital including patient rooms.

7. Vision must be sufficient to permit use of microscopes, reading test requisitions, computer screens and printouts, patient identification devices, textbooks, and instrumentation details. Must be able to correctly differentiate colors as required by laboratory procedures.

8. Due to the requirements to handle potentially dangerous substances and objects, must not be subject to fainting spells, convulsive disorders, or other episodic incapacitation that occurs without adequate warning.

9. Must be able to work assigned shift with rest periods defined by law. Must be physically able to meet the sick leave requirements of the program.

A detailed description of the physical requirements of medical technologist/medical laboratory scientist is available (i.e., how much lifting, bending, etc.).
Responsibilities, Assessments & Forms: Student/Intern Responsibilities

After reading the program policies and receiving appropriate instruction, the MLS student/intern is expected to:

1. Conform to the ASCLS Code of Ethics.
2. Adhere to all policies and guidelines of the MLS program and assigned clinical facilities.
3. Demonstrate enthusiasm and interest in the profession of clinical laboratory science.
4. Work safely in the laboratory as instructed in required safety training and facility policies.
5. Conform to the dress code policies of the MLS program and of clinical facilities.
6. Report to lecture and the laboratory on all scheduled days at assigned times.
7. Notify the appropriate instructors and MLS office as soon as possible in the case of an unavoidable absence or delay.
8. Prepare for lecture, laboratory, and courses by reviewing objectives, theory, policies, and procedures.
9. Use instructional guidance and feedback to correct deficiencies and/or improve performance. Follow written and oral instructions.
10. Work cooperatively with instructors, interns and other laboratory and healthcare personnel.
11. Use time in the laboratory effectively to maximize productivity and learning. Offer to help with the work load of the laboratory when appropriate.
12. Communicate in a clear and concise manner and record data accurately and legibly.
13. Recognize, report and take appropriate corrective action to resolve problems.
14. Assure that the laboratory work area is clean and well stocked.
15. After appropriate time and training, perform laboratory work with organization, accuracy, efficiency, precision and confidence.
16. Complete and submit all assigned work on time.
17. Maintain the confidentiality of co-workers, classmates and patient information.
18. Remember that gossip, comparisons and judgments of others is considered to be workplace bullying.
19. Show kindness, respect and consideration for others at all times.
20. Consistently put the welfare of patients first. Model excellent customer service.
Responsibilities, Assessments & Forms: Do's & Don’ts for Student/Interns

You are here to learn to be a good medical lab scientist. In order to do a good job, first of all you must be interested in your work, interested in developing your capabilities to the utmost, and willing to work hard to achieve your goal.

This is not a regular college course nor can you compare it with the rules and regulations that apply elsewhere. On the other hand, you are not employees, so employee benefits do not pertain to you. This is a unique situation called an intern or clinical year, which means you are getting paid to be here as assigned and to do the very best that you can while receiving on-the-job training by individuals who are not "teachers" and who are primarily responsible for patient work. We will try to help you adjust to this situation by giving you a few guidelines:

1. **DO** learn from your mistakes. We don't expect you to know the material when you arrive (although knowledge you should have obtained from college coursework will be assumed) but we do expect you to know it when you leave. One of the ways we learn is by making mistakes. Remember that there are plenty of mistakes possible, so that you can make a new one every time. Good interns learn from their errors - do not keep repeating them.

2. **DO** be alert. It is essential that you pay strict attention to detail. Good medical technologists depend on details. This includes room numbers, patient's names, spelling, proper labeling, specimen handling, etc. If you are not sure or can't read someone's writing, don't guess! Straighten it out NOW. Never wait for someone else to take care of it.

3. **DO** listen to what instructors say. When you are shown how to do a test in the lab, it isn't done for anyone's benefit except yours. You'll find that if you have studied the procedure beforehand the instructions will mean more to you. However, if you need to ask a pertinent question do so rather than guess at what was meant. If necessary take down notes to remind you next time on important points. The technologist will repeat things for you once but will be upset if you ask for instruction a third or fourth time!

4. **DO** think about what you are doing. By this we mean, have your mind on your work, not on what you did last night or what you will be doing this weekend. Understand the purpose and principle of the test; try to correlate what you have learned in theory with the actual test procedure. Many mistakes are made when you are not concentrating on the task at hand.

5. **DO** work on self-improvement. First learn to do the test and then work on improving your speed and accuracy. No one is fast and efficient unless you work at it. Look for ways to be more efficient without sacrificing the accuracy of the test.

6. **DO** learn to organize your work. The key to becoming a successful medical technologist is organization. You must be able to do several things at once and making them all fit together, without making errors. This will come with experience.

7. **DON'T** hit the panic button. Develop confidence in your own ability by approaching each problem logically and seeing it through. We all get feelings of frustration, of not knowing anything, and of being inadequate for the job. Don't give up, stick with it and persevere until you get it. **DON'T** be self-defeating in your attitude, a positive attitude really helps.
Responsibilities, Assessments & Forms: Do’s & Don’ts for Students/Interns, cont.

8. DON'T be afraid to ask questions and don't be afraid to look an answer up. If in your studying you run across words you are not sure of, look them up, it may make a difference. Medical Technology has a language all its own.

9. DO remember you are serving people who are ill and often not at their best. You should always treat people with courtesy, tact and kindness. Listen with sympathy to the patient's troubles, but don't burden them with yours.

10. DO act in an inclusive manner for lunches and breaks; it should not be interns only. Think TEAM.

11. DO remember information you obtain about the patient is strictly confidential and should never be discussed outside the lab. Confidentiality also applies to personal information about students and techs. Questions or answers to tests are not to be shared with current or future students.

12. DO be discreet in answering patient inquiries about the blood tests you are obtaining. It is the physician's responsibility to answer such questions.

13. DON'T ever give out lab results on the telephone to unauthorized individuals.

14. DO think for yourself, DO your own work and if you have a problem take it to a technologist, not another intern. Chances are pretty good they don't know any more than you do.

15. DON'T take criticism personally. If someone criticizes your work and shows you a better way, don't think that person dislikes you. It is the job of every tech to help and offer constructive criticism to the students. It is meant to help you learn and profit from their criticism.

16. DON'T try to memorize everything. To be sure, many facts have to be memorized but we do things the way we do for a reason. Understand the reason and it becomes the logical way and is much easier to remember. Learn to use your objectives!!

17. DO look upon medical laboratory science as a challenge. There is something new every minute if you look for it, keep your original enthusiasm for the profession in mind.

18. DO maintain a positive attitude and above all enjoy yourself. If you do accept the challenge of medical technology, it can be very rewarding and worthwhile; it is all up to YOU.

19. DO give medical technology a fair trial. If you don't like the work at first, be patient. No one likes what they don't do well. If after a fair trial you still don't like the lab work, it is better to admit it and get into something you do like before you have spent the entire year being miserable (and probably making those around you miserable).

20. DO stay in your assigned section and participate with your section team. Clinical time is not time for socializing with your classmates as this is disruptive to the clinical lab and can impede safe patient care.

We hope you will consider these points carefully and will reread them from time to time as you pursue your coursework. The medical laboratory science internship year is challenging and in order to be successful you will work hard. At times you will get discouraged, but hang in there, you have already put in many years getting this far. When you have finished there will be a tremendous feeling of accomplishment and it WILL have been worth it!!!
Responsibilities, Assessments & Forms: Do’s & Don’ts for Students/Interns, cont.

Two More Don’ts Regarding Performance of Service Work

DON’T verify or send out results on patients. Even though you are permitted to work with real patient samples in the lab, the final results are the responsibility of the technologist who is supervising you.

DON’T allow yourself to be used as a scheduled staff technologist. Interns are expected to run patient tests in order to obtain "entry-level" proficiency. This is the proficiency expected of a technologist who is newly hired. But the lab managers and section heads understand that Interns are never to be used to replace a staff person on their schedule. **Even if you are an employee of the lab you are not to do the work you were hired to do, or the work you do when you are on employee time, during your intern time.** If you do not have other educational objectives to accomplish at the time, however, the technologists do appreciate your help when short staffed and/or in unusually busy times. This is your decision; they cannot expect you to run routine tests that are not part of your learning assignments. If you feel that the lab is expecting more of you than what is permitted by our accreditation, let the program director know.

Any service work, such as phlebotomy and bench work, performed by interns outside of regular academic hours and beyond regular academic assignments is voluntary.
Responsibilities, Assessments & Forms: Code of Ethics for Students/Interns

In pursuing a career in medical laboratory science, I recognize that I am progressing toward an important position as a qualified medical laboratory scientist on the health care team—a position which has a most responsible significance and authority in enabling the physician to form his/her diagnosis, to prescribe and follow treatment of the consumer, the patient, through my unquestionably truthful assistance by using my best judgment and competence in the performance of clinical laboratory tests.

As a professional, it is my obligation to place the needs of the patient above my own desires. I know that the work I perform is regarded as extremely important and I must exert every effort to accomplish it properly with knowledge, honesty, integrity, reliability, thoughtfulness, and care.

I believe that self-confidence and quiet assurance will develop as I continue to study and apply my acquired skills; that I am obligated to maintain consistently full professional knowledge and skill which is developed while I am a student and will extend into practice as a medical laboratory scientist. Therefore, I shall be cognizant of my own limitations and the limitations of the work I am asked to perform. In this way, both the health and welfare of the patient will be safeguarded.

I realize that knowledge acquired in the course of my work concerning patients is privileged information and must be treated as confidential. I hold inviolate the confidence (trust) placed in me by the patient and physician - "That whatsoever I shall see or hear in the course of my profession...I will never divulge." From the Oath of Hippocrates.

I expect to be constantly polite and cooperative with everyone I encounter in my work—patients, patients' families, medical staff, and hospital personnel at every level. I shall keep alive the conscientious regard for the human factors, which lie at the heart of my profession by conducting myself in a manner appropriate to the dignity of my chosen profession, medical laboratory scientist.

___________________________________________  __________________________
Student/Intern Signature                  Date

___________________________________________
Print Student/Intern Name
Responsibilities, Assessments & Forms: Student/Intern Handbook Affirmation Agreement

I HAVE HEARD, READ, AND UNDERSTAND THE CONTENTS OF THE MEDICAL LABORATORY SCIENCE INTERN HANDBOOK, AND IT IS NOW MY RESPONSIBILITY TO REMEMBER THIS MATERIAL AND FOLLOW ALL RULES AND REGULATIONS.

I UNDERSTAND THE ACADEMIC AND NON-ACADEMIC PROBATION/DISMISSAL POLICIES AND THAT FAILURE TO DO ANY OF THE FOLLOWING MAY RESULT IN COUNSELING AND/OR OTHER SANCTIONS.

I HEREBY AGREE TO:

1. Be accountable for my presence each day of the clinical year. I will abide by the attendance and illness policies. I understand that the only excused absences are for one serious documented illness and/or death of a member of the family per clinical year. I will make up the time I miss if this is deemed necessary by the trainer, instructor and program director.

2. Be cooperative with my instructors and fellow students, handling disagreements in a mature way.

3. Model professional behavior and attitude, even in the face of unprofessional behavior of others.

4. Respect human life and the mission of the hospitals and staff in caring for patients.

5. Comply with dress code, the list of intern responsibilities, and the code of ethics.

6. Be aware of what actions can result in probation and dismissal from the program and accept the consequences of my actions. I understand that I can be dismissed for either Academic or Non-academic reasons.

7. Be aware of all aspects of the evaluation forms and when counseled make an effort to change the unacceptable behavior. If improvement is not seen, I understand that the Non-Academic Probation/Dismissal Procedure will be instituted.

8. Adhere to hospital directives including proper handling of hospital ID badges and laboratory policies and procedures, also campus laboratory policies.

9. Follow safety and infection control guidelines, use safe laboratory technique and safety equipment when appropriate, and report incidents to the supervisor immediately and complete a safety incident form for the program director.

I understand I will be handling some hazardous chemicals and infectious specimens. I will not hold the labs, hospitals or university responsible for any accident that may happen during the program. I will keep my immunizations and health insurance current.

I have read and understand the Essential Functions and requirements that describe what an intern in the program must be able to do. I feel that I can perform these functions. I have read and understand my responsibility regarding the ADA policy to self-report per proper channels any needs I may have.

___________________________________________     _________________________
Student/Intern Signature     Date
Heritage University Medical Laboratory Science Program

PHOTOGRAPHY RELEASE FORM

☐ I hereby grant permission to Heritage University MLS Program and Advancement Department to use photos taken during the 2018-2019 program year in any media release, video, web site or publications that may be used for Heritage University.

☐ I request that Heritage University MLS Program and Advancement Department NOT use photos taken during the 2018-2019 program year in any media release, video, web site or publication which may be used for Heritage University.

Name of student/intern___________________________________________________

Student/intern signature__________________________________________________

Date______________________________________________________________