



Medical Laboratory Science Program Handbook 2021 – 2022

Heritage University, Toppenish, WA

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Welcome to Heritage University

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 goals

Welcome to the Medical Laboratory Science Program

Disclaimer

This program handbook does not constitute a contract between Heritage University, its students, applicants for admissions to the MLS program or intern in the program. The MLS program faculty reserves the right to change, without notice any statements in this handbook. Information changes will be made available to the students in a timely manner by the MLS Program Director.

Although every attempt has been made to attain factual accuracy of this handbook, no responsibility is assumed for editorial, clerical, or printed errors or mistakes. The MLS Program have attempted to provide information that is at the time of printing, the most accurate and current MLS Program policies.

Completion of the Medical Laboratory Science Program at Heritage University does not guarantee employment for graduates. Although we have a 100% employment placement rate at this time, this is not guaranteed to be such in future cohorts.

Mission

The program is committed to facilitating the development of culturally competent professional leaders who can 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.

MLS Program Purpose/Goals

- Promote medical laboratory entry-level competencies
- Instill self-confidence and respect for human dignity while promoting the laboratory profession
- Fill the work force needs of our clinical laboratory partners in multicultural and rural communities

MLS Program: General Information

Orientation Topics:

The following topics are covered during Fall term Orientation

- Program Policies overview and discussion of items in the Intern Handbook
- Clinical Laboratory Science/Medical Laboratory Science as a profession
- Workshops regarding ethics, professionalism, and communication in medicine
- Phlebotomy discussion
- Lectures on organ systems
- Lab safety training
- Blood borne pathogen safety training
- Apply for professional organization memberships
- Review possible opportunities for scholarship funding
- Interprofessional education
- Your responsibilities in the student laboratory

Orientation Objectives:

1. Recognize the seven goals of the MLS Program
2. Define “objectives” and explain how they can be used by intern
3. List the cognitive, psychomotor and affective domains of objectives and state what each measures
4. State the class hours followed and when lunch and breaks occur
5. List the holidays interns have during the program year
6. Discuss major projects that occur during the program year
7. Discuss the attendance policy and what must be done if an intern is absent
8. State the parameters in which interns are graded in each course/section
9. 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.
10. State the intern lab safety rules and always adhere to them
11. List personal qualities that are seen in a professional medical laboratory scientist and describe what it means to be a professional.
12. Name the certifying agency and the title given to the professional upon certification
13. Discuss the use and importance of Standard Precautions.
14. Describe the meaning of delivery of culturally competent healthcare.
15. Participate fully in the team and/or group activities.
16. Discuss the correct use and handling of lab equipment to include spectrophotometer, microscope, centrifuges, and other lab supplies.

Goals of MLS Program: Tools for Measurement of Success

1. Collaborate with other institutions in providing opportunities for clinical laboratory science education.
 - a. Measurement tools: recruitment and retention. Associations and enrichments; affiliate sites and Pacific Northwest University (PNWUO, University of Washington (U of W), LabCorp, American Red Cross, Yakima Valley Interprofessional Education (YVIPE) participation.
2. Provide an 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 medical laboratory scientists, able to function competently in a variety of clinical setting, for Central Washington laboratories.
 - a. Placement statistic records, employer, and graduate 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 submission, American Society for Clinical Laboratory Science (ASCLS) and ASCLS-WA activities, Clinical Laboratory Educators Conference (CLEC) participation
6. Identify affiliate laboratories that meet national standards that are willing to provide valid learning experiences, are staffed to allow clinical instruction to occur without interference from service obligations and 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 area, are eager to improve and contribute to the profession as speakers, authors, and/or professional memberships.
 - a. Student program and course evaluations, faculty Continuing Education (CE) tracking and CE opportunities offered to faculty-including clinical faculty.

Requirements (General)

- **Intern/Student Liability Insurance**
 - You are required to have liability insurance before actively working in the clinical laboratory as an intern. You may obtain this as a group through the program.
 - See the tuition and fees page [Heritage Catalog Tuition and Fees](#)
- **ASCLS and ASCP Membership**
 - ASCLS and ASCP membership can be obtained free of charge through the organizations.
 - Complete the online application during the orientation
 - All interns will be attending an organization conference and/or seminar as part of the program
 - Each person must have a membership to receive the student rate
- **Criminal Background Check**
 - By law, anyone who works with children, or the elderly (all lab personnel) have a national criminal background check.
 - This will be done as part of the Castlebranch signup for Fall
 - A second background check through Castlebranch or an affiliate may be required, and the student will be responsible for the additional cost if any.
- **Health Insurance and Health Care**
 - Interns must provide proof of health insurance coverage for the program year.

- Urgent Care and Immediate Care clinics are in the Yakima and Tri-cities rotation areas to utilize for illness or minor emergency.
- The university does not provide any student health services
- **Basic Life Support (BLS)**
 - Training must be obtained through the American Heart Association.
 - Certification must be valid 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
 - The laboratory director should be notified immediately when an incident occurs, and they will provide you with the form to fill out and appropriate advice on how to handle the incident
 - Should the lab director/manager be unavailable, and the case is a true emergency such as massive bleeding or burn, go directly to the emergency room, and report the incident later.
 - Incidence reports are also required for incidents with patients such as biting, falling out of bed, etc.
 - You will also need to fill out the Program Incident Report form and submit it to the Site Coordinator/University faculty/Program Director for the school records.
- **Loans and Scholarships**
 - ASCP and ASCLS have scholarships available at the national level.
 - The Financial Aid department at HU will have further information about loans and scholarship opportunities. [Financial Aid](#)
- **Class Picture**
 - During the 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.
- **Health Insurance Portability and Accountability Act (HIPAA)**
 - Heritage University MLS Program is committed to protecting the privacy of individual health information and follows 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 state and affiliate site mandated courses about privacy and data security.
- **Immunization Policy and Requirements**
 - All interns to the MLS program are required to have immunization and/or test 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 requirement.
 - 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 clinical lab.
- Accommodations for documented disabilities must be made through the Student Services office at Heritage University. [Office of Ability Services](#)
- Interns are not permitted to record (whether audio or visual or both) and part of the class/lab/other sessions unless explicitly granted permission to do so by the instructor.
- Failure to comply with the instructor/site 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.
 - 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.
 - Interns will be required to meet 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 requirement they 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 state.
 - To obtain a license, you must have passed the National Certification exam. Refer to the HU website for a list of states requiring licensure. [State Licensure MLS](#)

Entry Level Competencies per the National Association for the Accreditation of Clinical Laboratory Science Programs (NAACLS) [NAACLS Entry Level Competencies MLS](#)

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

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

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

- A. Application of safety and governmental regulations and standards as applied to clinical laboratory science.
- B. Principles and practices of professional conduct and the significance of continuing professional development.
- C. Communications sufficient to serve the needs of patients, the public and members of the health care team.
- D. Principles and practices of administration and supervision as applied to the clinical laboratory science

- E. Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services.
- F. Principles and practices of clinical study design, implementation, and dissemination of results.

American Society for Clinical Laboratory Science (ASCLS) Code of Ethics

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 professional 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 patients.

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

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

II. Duty to Colleagues and the Profession

Medical Laboratory Professionals uphold the dignity and respect of the profession and maintain a reputation of honesty, integrity, competence, and reliability. Medical Laboratory Professionals contribute to the advancement of the profession by improving and disseminating the body of knowledge, adopting scientific advances that benefit the patient, maintaining high standards of practice and education, and seeking fair socioeconomic working conditions for members of the profession.

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

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

III. Duty to Society

As practitioners of an autonomous profession, Medical Laboratory Professionals have the responsibility to contribute from their sphere of professional competence to the general wellbeing 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 my duty to Patients, the Profession and Society by:

- Placing patients' welfare above my own needs and desires.
- Ensuring that each patient receives care that is safe, effective, efficient, timely, equitable and patient-centered.
- Maintaining the dignity and respect for my profession.
- Promoting the advancement of my profession.
- Ensuring collegial relationships within the clinical laboratory and with other patient care providers.
- Improving access to laboratory services.
- Promoting equitable distribution of healthcare resources.
- Complying with laws and regulations and protecting patients from others' incompetent or illegal practice
- Changing conditions where necessary to advance the best interests of patients.

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:

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

- Level I Perception, awareness, and readiness to perform
- Level II Guided response, practice, proficiency
- Level III adaptation, organization

Our objectives are almost all Level II, assuming Level I will be attained in the process. Level III psychomotor activities will come with experience and are characteristics of a medical laboratory scientist vs a medical laboratory technician.

Affective or Dispositions 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

Professionalism/Affective Objectives

At all times during the program year, the intern will be expected to display the behaviors required of a professional, examples are provided after each but are not limited to what is listed.

- I. **Accountability and Integrity:**
 - a. Consistent honesty
 - b. Can be trusted with confidential information and the property of others

- c. Admits errors and take 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 personal electronics in the clinical laboratories

II. Technical Skills:

- a. Exhibits flexibility
- b. Applies 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 material and supplies economically
- f. Maintains equipment and instruments properly
- g. Performs procedures and calculations with accuracy, precision, and thoroughness

III. Interest and self-motivation

- 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

IV. Appearance and Personal Hygiene

- a. Clothing and lab coat is appropriate, neat, clean and well maintained
- b. Good personal hygiene and grooming

V. Application of knowledge and Self-confidence

- a. Demonstrating the ability to trust personal judgement; exercises good personal judgement
- 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. Demonstrates awareness of strengths and limitations
- d. Willing and able to follow procedures
- e. Critically evaluates work and reaches valid conclusions
- f. Employs sound deductive reasoning
- g. Recognizes problems, formulates plan of action and follow through to a solution

VI. Work Habits and Communication

- 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. Demonstrates calm, compassionate, and helpful demeanor toward those in need
- f. Being fully supportive and reassuring to others

VII. Organization and Time Management

- a. Able to produce satisfactory volume of work under normal conditions without error
- b. Consistently punctual
- 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

VIII. Teamwork and Diplomacy

- 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

MLS Program Year General Schedule

	YAK	1	2	3	4	5		
	TC	1	2	3	4	5		
Wk	Date	Course					YVIPE/Field Trips	
1	Aug 23	Orientation/Phlebotomy		Orientation/Phlebotomy	Orientation/Phlebotomy			
2	Aug 30	PreClinical HEME		PreClinical HEME	PreClinical HEME			
3	Sep 6 m	PreClinical HEME		PreClinical HEME	PreClinical HEME			
4	Sep 13	PreClinical CHEM		PreClinical CHEM	PreClinical CHEM			
5	Sep 20	PreClinical CHEM		PreClinical CHEM	PreClinical CHEM		9/24 Roles/Responsibilities	
6	Sep 27	PreClinical MICRO		PreClinical MICRO	PreClinical MICRO			
7	Oct 4	PreClinical MICRO		PreClinical MICRO	PreClinical MICRO			
8	Oct 11	PreClinical BBK		PreClinical BBK	PreClinical BBK		10/15 Student Kickoff	
9	Oct 18	PreClinical BBK		PreClinical BBK	PreClinical BBK			
10	Oct 25	Parasitology/Mycology		Parasitology/Mycology	Parasitology/Mycology			
11	Nov 1	Parasitology/Mycology		Parasitology/Mycology	Parasitology/Mycology			
12	Nov 8 r	Mycology/Immunology		Mycology/Immunology	Mycology/Immunology			
13	Nov 15	Immunology/Serology		Immunology/Serology	Immunology/Serology			
14	Nov 22 rf	Immunology/Serology		Immunology/Serology	Immunology/Serology			
15	Nov 29	ADVANCE WEEK SM		ADVANCE WEEK SM	ADVANCE WEEK SM		PNWU/YHD	
16	Dec 6	ADVANCE WEEK SO		ADVANCE WEEK SO	ADVANCE WEEK SO			
17	Dec 13	ORIENTATIONS		ORIENTATIONS	ORIENTATIONS			
18	Dec 20	WINTER BREAK		WINTER BREAK	WINTER BREAK			
19	Dec 27	WINTER BREAK		WINTER BREAK	WINTER BREAK			
20	Jan 3	C	C	M	H	B		
21	Jan 10	C	C	M	H	B		
22	Jan 17 m	C	C	M	H	B	1/21 Communication/SBAR	
23	Jan 24	C	C	M	H	B		
24	Jan 31	C	C	M	H	B		
25	Feb 7	C	C	M	H	B		
26	Feb 14	UA	UA	M	H	B		
27	Feb 21 m	UA	UA	M	BF	B	2/25 Values/Ethics	
28	Feb 28	H	H	B	C	M		
29	Mar 7	H	H	B	C	M		
30	Mar 14	H	H	B	C	M		
31	Mar 21	H	H	B	C	M		
32	Mar 28	H	H	B	C	M		
33	Apr 4	H	H	B	C	M		
34	Apr 11 f	H	H	B	UA	M		
35	Apr 18	BF	BF	B	UA	M	Spring Seminar	
36	Apr 25	B	B	H	M	C		
37	May 2	B	B	H	M	C		
38	May 9	B	B	H	M	C		
39	May 16	B	B	H	M	C		
40	May 23	B	B	H	M	C		
41	May 30 m	B	B	H	M	C		
42	Jun 6 f	B	B	H	M	UA		
43	Jun 13	B	B	BF	M	UA		
44	Jun 20	M	M	C	B	H		
45	Jun 27	M	M	C	B	H		
46	Jul 4 m	M	M	C	B	H		
47	Jul 11	M	M	C	B	H		
48	Jul 18	M	M	C	B	H		
49	Jul 25	M	M	C	B	H		
50	Aug 1	M	M	UA	B	H		
51	Aug 8	M	M	UA	B	BF		
52	Aug 15	FINALS WEEK/REVIEW/OUTPROCESSING/GRADUATION!!!!!!						

BF = Body Fluids, B = Blood bank, C = Chemistry, H = Hematology, M = Microbiology, UA = Urinalysis
 m = Monday, t = Tuesday, w = Wednesday, r = Thursday, f = Friday

Program Holidays 2021 – 2022

Labor Day (m)	September 6, 2021	1 day
Veterans Day (r)	November 11, 2021	1 day
Thanksgiving (r,f)	November 25 – 26, 2021	2 days
Winter Vacation	December 20, 2021 – Jan 2, 2022	10 days
Martin Luther King, Jr. (m)	January 17, 2022	1 day
Presidents' Day (m)	February 21, 2022	1 day
Spring Renewal (f)	April 15, 2022	1 day
Memorial Day (m)	May 30, 2022	1 day
Yakama Nation Treaty Day (f)	June 10, 2022	1 day
Independence Day (m)	July 4, 2022	1 day

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 checklist 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.

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 helminths 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 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.

BIOL423 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

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 (HPLC), 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.

Clinical Site Affiliates

Yakima Area

- Yakima Valley Memorial Hospital (YVMH), Yakima
 - [Yakima Valley Memorial - Yakima Hospitals \(yakimamemorial.org\)](http://yakimamemorial.org)
- Yakama Indian Health Center (IHS), Toppenish
 - <https://www.ihs.gov/portland/healthcarefacilities/yakama>
- Prosser Memorial Hospital, Prosser
 - [Healthcare | Prosser Memorial Health | Prosser \(prosserhealth.org\)](http://prosserhealth.org)

Tri-Cities Area

- Good Shepherd Health Care Services, Hermiston, OR
 - [Good Shepherd Health Care System | Hermiston Oregon \(gshealth.org\)](http://gshealth.org)
- Kadlec Regional Medical Center, Richland
 - <http://kadlec.org/>
- Lourdes Medical Center, Pasco
 - <http://www.lourdeshealth.net/>
- Providence St. Mary Medical Center, Walla Walla
 - <https://washington.providence.org/hospitals/st-mary/>
- Yellowhawk Tribal Health, Pendleton, OR
 - <https://yellowhawk.org/>

Fall Semester: August start – December

- Campus Toppenish
- Monday – Friday Didactic: 0800 – 1130; Laboratory 1230 – 1600
 - Tuesday: Phlebotomy/Leadership 0800 – 1130 (unless otherwise indicated)
- Fridays may have Interprofessional Education events assigned which will be 1300 – 1600 or 1700 - 2000
- **Course Manual**
 - Course manuals will be provided for each course or as for BIOL 421/421L each section within the course and will contain
 - Information specific for the section/course including but not limited to:
 - Schedule
 - Reading assignments
 - Assignments
 - Objectives

Spring/Summer Semesters: January – August (Graduation) Clinical Rotations

- **Monday Didactic online via Zoom**
 - 0800 – 0930 Subject 1
 - 1000 – 1130 Subject 2
 - 1130 – 1230 Lunch
 - 1230 – 1430 Leadership
 - 1445 – 1600 Quiz (Final Clinical Rotation Didactic Exam 1400 – 1600)
 - Quiz/Exam will be proctored by the instructor via Zoom
 - All students will be required to have a computer capable of audio and video
- **Tuesday – Friday clinical rotation site**
- **Didactic review lectures**
 - Monday (Tuesday if Monday is a holiday) The intern will meet with their respective university instructor for review of material pertinent to each intern's clinical rotation. These reviews consist of the previous week's material and time for student questions.
- Leadership topics and assignments are found in the rotation manual and on the Leadership Schedule
- **Rotation Manual**
 - Each intern will receive rotation manuals that serve as a guideline for the rotation for each section.
 - It is the responsibility of the intern to see that they are progressing satisfactorily.
 - Schedule including topics to be covered and may be broken up into daily, weekly, 2-week segment, etc.
 - A schedule of practical exams and didactic quizzes, final exams
 - Reading assignments
 - Textbook
 - Supplemented by other sources
 - Some books will be checked out to you from the student library
 - Assignments
 - Written
 - Online such as MTS or MediaLab
 - Other
 - Important materials necessary to the rotation for aid in clarification (charts, graphs, diagrams, websites, procedures)
 - DO NOT PHOTOCOPY the lab's procedure manual
 - Objectives pertinent to each section/topic/assignment

Clinical Rotations (8-week rotations)

- Interns are required to be in the clinical laboratory Tuesday through Friday.
- 7 hours regular day, 8-hour phlebotomy day (example: start 0500 end 1230 7 hours with 1/2 hour break)
- Report times vary based on your assigned site and rotation
- Each day you are permitted a half-hour lunch break and two 15-minute breaks.
 - Interns should take their lunch and breaks with the trainers in their department 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 attendance policy)
 - Recording of intern attendance is required by federal law and the university

Active Learning Experiences

During the program year there will be several active learning experiences that the student will **be required to participate** in. These may include but are not limited to:

- Interprofessional Education
- Educational lesson prep and presentations
- Clinical research project
- Mock accreditation inspection
- Field trips
 - PNWU
 - NWMLS
 - ASCLSWA Spring Seminar
 - Yakima Health District
 - Blood Donor Center
 - Washington State Department of Health
 - Quest

Final Program Week (Week of Graduation in August)

- Monday typically a field trip
- Tuesday Rotation Didactic Final
- Wednesday/Thursday Review
- Friday Out-processing, Mock BOC, and **GRADUATION**

Mock BOC (Comprehensive Final Exam)

- About 200 questions and includes color plates for identification
- 3 to 4 hours (4 hours maximum)
- Tests are corrected immediately, and results are given to each intern
- Scores obtained on the final can be compared to historical data, so the intern is aware of areas of weakness that need to be studied to attain the best score possible on the certification exam.
- Passing the clinical year is not contingent upon passing the Mock BOC or the certification exam
- **Grade earned on the Mock BOC comprehensive is part of the BIOL 445 Clinical Laboratory Leadership Grade.**

MLS Program Learning Materials and Guides

The Medical Laboratory Science Program has online resources for learning as well as traditional textbooks and study guides available for checkout. Please contact your HU instructor/site coordinator for further information.

MLS Student Library

Our MLS student library does have several CD and DVDs available. As many computers do not support the use of such, please let us know if you would like a listing of these titles.

Online:

Medical Training Solutions, University of Washington (MTS)

MediaLab

Cellavision Atlas of Hematology

Textbooks:

Chemistry:

- McPherson, R.A. & Pincus, M.R. *Henry's Clinical Diagnosis and Management by Laboratory Methods*. (21st edition) Philadelphia, PA: Saunders 2006
- Kaplen, L.A. & Pesce, A.J. *Clinical chemistry: Theory, analysis, correlations*. (5th ed.). St. Louis, MO: Mosby/Elsevier 2010

Urinalysis:

- Mundt, L. & Shanahan, K. (2011). *Graff's textbook of routine urinalysis and body fluids* (2nd ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.
- Strasinger, S. K. & Di Lorenzo (2014). *Urinalysis and body fluids* (5th ed.). Philadelphia, PA: F. A. Davis

Blood bank:

- Roback, J. D., Combs, M, R., Grossman, B. J., & Hillyer, C. D. (2008). *AABB technical manual* (16th ed.). Arlington, VA: American Association of Blood Banks
- Petrides, M., Stack, G., Cooling, L. & Maes, L. Y. (2007). *AABB practical guide to transfusion medicine* (2nd ed.). Bethesda, MD: American Association of Blood Banks

General:

- Westgard, J. (2007). *Basic method validation* (3rd ed.). Madison, WI: Westgard Quality Corporation
- Douchette. L. J. (2011). *Mathematics for the clinical laboratory* (2nd ed.). St Louis, MO: Elsevier

Certification Review:

- Ciulla, A. P. & Lehman, D. C. (2009). *Success! In clinical laboratory science* (4th ed.). Upper Saddle River, NJ: Pearson Education
- Graeter, L. J., Hertenstein, E. G., Accurso. C. E., & Labinar, G. H. (2015). *Medical laboratory science examination review*. St Louis, MO: Saunders/Elsevier.
- Harr, R. R. (2013). *Clinical laboratory science review*. Philadelphia, PA: FA Davis.
- Hubbard, J. D. (2009). *A concise review of clinical laboratory science*. (2nd ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins

As always, Heritage University and the MLS Program is supported by our online/campus (Toppenish) library. Many journals, databases and search engines are available. The library is accessible for online search and a presentation will be made during the fall semester by one of the librarians on accessing and utilizing the resources of the Heritage University Library. [Donald K. North Library](#)

MLS 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 inter, the site coordinator, the program director, and the appropriate section supervisor. 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: 9 days in hematology, which is a 6-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 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.

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 experiences hours, interns may not be used as scheduled staff (service work) and all testing performed by interns in the clinical laboratory 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 they reduce their 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 always conduct yourself professionally. 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. If you do well, you can get a good reference and/or maybe a permanent job.

Course Acceleration or Advance Standing

Due to the present workload and staffing situations in our program and clinical affiliate sites, we do not offer course acceleration or advanced standing currently.

Evening and Night Shift Rotations

Occasionally you may be required to work on an evening or night shift to learn specific tasks and workflow. Exempt in emergency situations, you will not be required to work on a split, evening, or night shift for an extended period. 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 the 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 the program year. For example, lab illness, lab remodeling, student extended leave of absence.

Dress Code

Lab Coats

- When in student laboratory students will wear the university provided lab coats
- When in the clinical lab rotations, interns are expected to wear clinical site provided lab coats
- Coats are to be worn closed
- Not to be worn outside of the laboratory except for phlebotomy
- Removal of lab coat before leaving the lab and entering restrooms or breakroom is required
- **THESE RULES ARE FOR INTERN AND PATIENT SAFETY**

Shoes

- All shoes must be neat, clean and in good repair
- **All shoes must have heels and toes (no clogs without a heel cover)**
- Shoes should have a non-skid sole
- Cloth tennis shoes, sandals, Birkenstocks, or clogs without heel cover may not be worn
- Tennis shoes with leather uppers may be worn
- Athletic shoes may not be brightly colored or patterned
- **Socks or nylons must be worn.** No bare legs

Nails

- Must be clean and clipped short enough not to be injurious to patients
- Nail polish may be worn but should be in good repair
- Artificial nails cannot be worn in patient care areas

Clothing under lab coat

- Must be clean, pressed, and in good repair
- Must fit appropriately
- Must not be a safety hazard
- Uniforms or scrubs may be worn, but must be of reasonable color and design
- Dresses should be just above or below the knees (no higher than mid-thigh)
- Pantsuits, jumpsuits or culottes are acceptable
- The following are not permitted
 - Denim of any color
 - Sweatshirts, halter tops or T-shirts
 - Long dresses that you may trip on

- Shorts
- Sundresses, off-shoulder or low-cut blouses or dresses
- Spandex, lycra, stretch pants or cotton leggings
- Appropriate underclothing is necessary and should not be visible

Hair

- Must be clean and combed
- Long hair (below the shoulder) must be tied back or worn up while at work
- Hair pieces are allowed if clean, free of odor, and conform to hair regulations
- Beards, mustaches, and sideburns are permissible if clean and neatly trimmed

Miscellaneous

- 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 minimum of two earrings per ear.
 - No dangling earrings should be worn (less than 1 inch)
- No visible tattoos
- Name badges are considered part of the uniform and must be worn at all times
- No gum chewing is allowed
- No smoking is allowed in the hospitals
- Use of fragrance should be limited and many sites are fragrance free. You are required to follow the policy of the laboratory
- Makeup should be applied tastefully and in moderation and never applied in the working areas of the laboratory
- Personal hygiene must be attended to
- None of the following may be worn:
 - Political pins
 - Religious pins
 - Holiday pins
 - Union/professional pins
 - United way pins

Dress Code University Campus

- Casual dress is allowed when on campus, please remember you are always representing the profession
- Remember you will be in lab in the afternoon and will be required to adhere to the student laboratory rules below

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 must not be taken home or worn outside of the laboratory
- Dress code
 - No shorts
 - All shoes must have toes and heels, tennis shoes are acceptable
 - Socks or nylons must be worn
 - Log hair must be pulled back
- Wear gloves and use other safety equipment (face shields, hood etc.) when instructed or whenever you feel it is appropriate
- No food or drink in the laboratory

- Leave your work area clean and disinfected.
- Wash your own glassware and pipettes
- Refer to the Chemical Hygiene Plan when needed
- Call 911 in an Emergency and Ext 3702 Physical Plant Director
- Know where all the safety equipment is located and how to use it:

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 on our webpage [MLS Essential Functions](#)

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: email OfficeofAbilityServices@heritage.edu and visit the university webpage [Office of Ability Services ADA](#)

Exam/Quiz Policies

- No rotation final exam is open book. In a few cases you may have a take home quiz
- 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
- 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
- Exams will be taken on the assigned day unless there are extenuating circumstances (as determined by the site coordinator and mentor) The site coordinator should be notified of any changes in the schedule. If an extension is allowed, the exam should be taken no more than 3 days later.
- 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.
- 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.
- 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. Review with the intern any quiz grade below a B- may be required by the university faculty and will be discussed with the intern during the orientation to the rotation. It will be up to you to request any help that you may need from your instructor and/or those in the section.**

Grading

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

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

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 program. This is less than the University standard for courses.

Final Grade Computation (Clinical Rotations)

- Practical Exams = 35%
- Quizzes = 25%
- Final Exam = 30%
- Evaluation = 10%

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

- The **TOTAL** grade for the **preclinical course** must be **70% or greater**
- Each **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 and Dismissal

Academic probation is an emphatic warning that the MLS student is not meeting the academic standards of the Heritage University MLS Program.

Academic Probation and/or Dismissal will be assigned as a result of the following:

- If you **do not pass one preclinical course**, you will be given **written** 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 full **academic probation**.
- If you **do not pass two preclinical courses**, you will be placed on **academic probation**. If you **do not pass another preclinical course or a clinical course component**, you will be subject to **dismissal**.
- If you **do not pass a clinical course component** you will be placed on **academic probation**, if you **do not pass another clinical course component** you will be recommended for **dismissal**. The provost is consulted regarding dismissal.

Clinical Rotation Deficiency Remediation

There are no retakes required for Fall Term.

1. You must make up the probation and/or deficiency prior to the end of the following rotation. The makeup process varies based on how the academic probation/deficiency occurred.
 - a. If **the deficiency is in a preclinical course**, you will be required to immediately schedule a meeting with the Advocacy and Academic Skills Center [Academic Skills Center](#) to meet with specialists to review what you are doing now and get assistance on things you may try to realize

improvement. Ext: 4570 located in the Library Building. **There are no retakes required for fall semester**

- b. If the deficiency is in **the clinical 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, and the intern, after which a comprehensive quiz must be retaken and passed **by 77%**.
 - c. If the **deficiency is in the clinical 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, and the intern after which a comprehensive department final must be retaken and **passed by 77%**.
 - d. If **the deficiency is in the clinical 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 managers 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 the deficiency and/or probationary status will stand and be submitted to the Registrar and posted on the intern's transcript.

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.
 - 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 with 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.

[Academic Policy](#)

Non-Academic Probation/Dismissal Policy

It is the policy of the Heritage University Medical Laboratory Science 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 accommodation 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 Steps:

1. Oral warning (Level A Offenses start)

- a. Level A Offense
 - i. The facts are recorded on an incident report
 - ii. Intern is informed by the individual bringing the complaint
 - iii. Intern is counseled by the Site Coordinator
 - iv. Program Director is notified

2. Written warning (Level A offenses next step or Level B first step)

- a. Should the same behavior noted at step one occur again
- b. Or if another violation is committed
- c. Of this is the first time for an incidence listed in Level B offenses
 - i. The facts are recorded on the incidence report
 - ii. Intern is counseled by the Program Director
 - iii. Dean of A&S or Provost is notified
 - iv. Intern is placed on Probation

3. Dismissal (continuation of Level A and Level B offenses, Start Level C)

- a. If the same behavior continues
- b. Or another violation is committed
- c. Or gross misconduct occurs as listed Level C offences
 - i. Faces are recorded
 - ii. Intern is counseled by the Program director and the Dean of Arts & Science/Provost
 - iii. Recommendation for dismissal is submitted to the provost

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 a name badge
- Requests for time off outside parameters of person day use policy
- Not performing phlebotomy when expected
- Disrupting instructor and/or classmates in lecture, review sessions or lab
- Insubordination – unwillingness to comply with program and affiliate standards or expectations
- Acting with arrogance and/or flippancy
- Providing bare minimum performance during 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 authorization
- Receiving personal visitors in a work area
- Use of personal electronic equipment in the laboratory other than calculators. (Cell phones, earbuds, laptops, kindle etc. are not allowed in labs due to HIPAA and biosafety reasons.)

Type “B” Offenses Progressive Discipline begins at 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 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 program year
- Unauthorized use of patient beds
- 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 fess 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 would affect the safety of patients, staff, or property of the hospital or lab facility
- 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 laboratory premises
- Possession, use, distribution, or sale of substances such as alcohol, narcotics, or other illegal drugs on laboratory premises.

MLS Responsibilities, Assessments & Forms

Student/Intern File Review Conference

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, 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).

Essential Functions of Student/Intern

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

Essential Requirements of Student/Intern

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.).

Student/Intern Responsibilities and Expectations

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 workload 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 workplace bullying.
19. Show kindness, respect, and consideration for others always.
20. Consistently put the welfare of patients first. Model excellent customer service.

Intern Evaluations

Professional Performance

- Evaluation of intern professional performance will be conducted on an **ongoing** basis during the **fall term** by the instructors and scores can be added to the assignment portion of the course grade.
- **During clinical rotations** trainers' /mentors will submit graded professional performance evaluations at the end of the **4th week and 8th** week of each rotation. These are averaged and count as **10% of the rotation grade**. (Ungraded evaluations can be completed at any point during the clinical rotation if there is a need for improvement in a specific area, see below*)
- **During clinical rotations**, if required* evaluations will be completed by the clinical trainers/mentors. These will be submitted to the Site Coordinators/Instructors 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 if there is no improvement following an intervention plan, probation and/or dismissal from the program can occur.**

Subject Competency

- Competency evaluations are completed by the interns and trainers as tasks are performed during the clinical rotation. **A scanned copy will be uploaded by the intern weekly to the course in MyHeritage for the rotation.**

Self-evaluation

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

Rotation Feedback Forms

- Interns will complete rotation feedback forms at the end of each site rotation utilizing a different form for each site at which the intern was assigned.
- Providing feedback re individual trainers/mentors, please indicate to whom it pertains by pen color, column, or some way to differentiate between trainers
- Maintain professionalism in your comments and/or suggestions avoiding things which may be hurtful or discourteous to others. Your purpose is to build not tear down.
- These will be sealed and not reviewed until after the class has graduated.

Final program evaluations

- Completed by intern 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 to make improvements.

Forms:

- Assessment of MLS Intern's Professional Performance (example)
- Rotation Feedback Form (example)
- Incident Report Form (example)
- Safety Incident Report Form (example)
- Appeal/Grievance Form (example)
- Code of Ethics (signed and submitted)
- Student/Intern Handbook Affirmation Agreement (signed and submitted)
- Photography Release Form (signed and submitted)



Medical Laboratory Science Program/College of Arts and Sciences

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 have helped and/or observed the intern while at the bench using the adopted behaviors rating scale. If, in your professional judgement, an intern indicates a need for improvement please not 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 plan. **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 she/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 Provost through the Grievance Process found in the University Catalog. A Grievance form is included in this Intern Handbook.

Designated Assessments: Please complete the assessments for interns as follows:

- Graded: Weeks 4 and 8
- Ungraded: anytime as needed to document needed improvement and course of action
 - Site coordinators/faculty/PD will join trainers and intern in reviewing forms when intervention is required to appropriately document the conversation.
- To be submitted to HU by Friday of the designated weeks 4 & 8

PROFESSIONAL PERFORMANCE EVALUATION

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 the form.

EVALUATION SCHEDULE: Ungraded 2nd and 6th weeks as needed. Graded 4th and 8th weeks.

- 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 electronic devices in the clinical lab
- _____ Follows all lab safety policies and practices
- _____ Occupies time productively even when instructor/trainer is unavailable, puts forth 100%
- _____ 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
- _____ 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 judgement
- _____ Demonstrates 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 others
- _____ 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

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/efficiently to complete tasks/assignments with assigned time
- _____ Makes appropriate use of clinical time to practice 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 the team above self-interest, is helpful/supportive, does nothing to undermine
- _____ 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 cannot 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 calculation 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 Points expected Total Points Earned _____

COMMENTS SECTION:

Strengths:

Goals for Improvement:

ATTENDANCE: Absences: _____ Tardy: _____

Evaluator Signature: _____ Date: _____

Intern signature: _____ Date: _____

CLINICAL ROTATION FEEDBACK FORM (EXAMPLE)

Facility _____ Section _____ Class of _____

Please rate the clinical rotation experience and the trainers/mentors/instructors on the following characteristics by circling the appropriate number that applies:

Rating scale: 5 = Strongly Agree, 4 = Agree, 3 = Somewhat Agree, 2 = Disagree, 1 = 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. **This information is valuable in helping us to become better facilitators of your learning, we appreciate your participation.**

Rotation Lecture Evaluation (university instructor)

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

Rotation Evaluation (bench trainers)

I felt the tasks provided were at an appropriate level	5	4	3	2	1	N/A
Trainers demonstrated enthusiasm for the subject and the profession	5	4	3	2	1	N/A
I could find clear explanations of principle and procedure of tests in the lab	5	4	3	2	1	N/A
I was provided useful exercises and asked probing questions	5	4	3	2	1	N/A
I received helpful and supportive feedback	5	4	3	2	1	N/A
I was involved as an active participant in the department	5	4	3	2	1	N/A
I felt that the trainers cared about my learning and progress	5	4	3	2	1	N/A
I felt the trainers respected my questions and helped me to explore answers	5	4	3	2	1	N/A
Trainers employed a variety of strategies to interest, engage, and motivate me	5	4	3	2	1	N/A
I was helped to work effectively with others	5	4	3	2	1	N/A
I had enough opportunities to demonstrate my learning and abilities	5	4	3	2	1	N/A
I felt the state competencies of the course were met	5	4	3	2	1	N/A
My trainers modeled professionalism	5	4	3	2	1	N/A
I had appropriate and helpful instructional materials and resources to support my learning	5	4	3	2	1	N/A

Self-Evaluation

I came prepared each day by completing reading and reviewing daily assignments and competencies	5	4	3	2	1	N/A
I took responsibility for my own learning by being observant, taking notes and utilizing reference books	5	4	3	2	1	N/A
I demonstrated professionalism	5	4	3	2	1	N/A
I participated and maintained a positive attitude	5	4	3	2	1	N/A
I asked for help and/or additional resources as needed	5	4	3	2	1	N/A

Strength(s) of rotation: situations that made you feel good about this area

Goals for Improvement of the rotation: situations that you feel could be improved in the area

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



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 2021 - 2022 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 2021 - 2022 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 _____