

The University of Texas at El Paso
College of Health Sciences
Clinical Laboratory Science Program
Clinical Preceptorships
(CLSC 4471, 4472, 4476, 4478)
2020 – 2021



Course: CLSC 4471, 4472, 4476, 4478
Fall 2020 – Spring 2021
MTWR 6:00 A.M. ~ 3:30 P.M. (Rotation hours – may vary)
Please check your individual rotation schedule for exact dates and times
(Check individual rotation schedule for exact dates)
Class: Friday 8 - 12

1. End of Rotation exams open from 8:00 – 8:30 Friday
2. 10:00 – 10:15 Log on to take weekly comprehensive exams. If you do not take the exam you receive a zero. (50 questions)
3. 11:00 – 12:00 Log on to give live on-line presentations, etc: attendance and participation to these presentations is mandatory and part of your grade.
4. NOTE: On days for 10% exams (100 questions), you will have two hours to take the exam and no presentations on that day.

Instructor: Elizabeth Camacho, MATS, BS, MT (ASCP)

Office: College of Health Sciences (CHS) Room 425
Phone: 747-8596 **Cell:** 915-497-3920
e-mail: ecamacho@utep.edu

OFFICE HOURS: BY APPOINTMENT ONLY

COURSE DESCRIPTION

Instruction and practice of techniques and their applications in the clinical laboratory setting (practicum) in hematology, immunohematology, clinical chemistry, clinical microbiology, coagulation, body fluid analysis, venipuncture and serology. This course includes the principles and practices of quality control and pre-analytical, analytical, and post-analytical components of laboratory science and the application of safety to laboratory practice.

GOAL

The clinical rotations for the UTEP CLS Program will be administered through the following four CLSC courses: CLSC 4471, 4472, 4476, and 4478. The Fall semester will include CLSC 4471 and 4472. The student will take CLSC 4476 and 4478 during the Spring semester. The purpose of these courses is to develop not only the cognitive domain in the field of study, but also to develop the affective and psychomotor domains by providing an environment suitable to enhance the erudition of the student and develop attitudes and behaviors critical for success as an entry level Clinical Laboratory Scientist.

This course aligns with Healthy People 2020

REQUIRED TEXT BOOKS (study question and review books):

(Your exam questions will come directly from these books)

Graeter, L.J., Hertenstein, E.G., Accurso, C. E. , Labiner, G. G. (2015). Medical Laboratory Science Examination Review. 3251 Riverport Lane, St. Louis, Missouri. Elsevier

Harr, R.R. (2019). *Clinical Laboratory Science review 5th ed.* Philadelphia, PA. F.A. Davis Company.

Jarreau, P. (2015). *Clinical Laboratory Science Review a Bottom Line Approach (5th ed.)*. Louisiana State University Health sciences Center foundation. New Orleans.

Lehman, D.C. & Chiasera, J.M.(2020). *Success! In clinical laboratory Science 5th ed.* Upper Saddle River, NJ. Pearson Education Inc.

Tanable, P.A. & Holladay, E.B. (Eds). (20018). *BOC Study Guide 6th ed.* American Society for Clinical Pathology Press.

NON-MANDATORY Suggested Reading list from ASCP BOC web site:

The link below will take you to the suggested reading list from the American Society for Clinical Pathology. https://www.ascp.org/content/docs/default-source/boc-pdfs/boc-us-reading-Lists/mls_imls_reading_list.pdf?sfvrsn=8

MEDICAL LABORATORY SCIENTIST, MLS (ASCP)

This list is intended only as a partial reference source. Its distribution does not indicate endorsement by the Board of Certification, American Society for Clinical Pathology; nor does the society wish to imply that the content of the examination will be drawn solely from these publications.

Journals

Clinical Laboratory Science. Published by American Society for Clinical Laboratory Science. [Link to View](#)

LabMedicine. Published by American Society for Clinical Pathology. [Link to View](#)

Medical Laboratory Observer. Published by NP Communications. [Link to View](#)

TEXTS

BLOOD BANKING (IMMUNOHEMATOLOGY)

AABB. (2016). *Standards for Blood Banks and Transfusion Services* (30th ed.). Bethesda, MD: AABB Publications.
[Link to Purchase](#) ****A NEW EDITION WILL BE AVAILABLE APRIL 2018****

Fung, M.K. et al. (Eds.). (2017). *Technical Manual* (19th ed.). Bethesda, MD: AABB Publications. [Link to Purchase](#)

Harmening, D.M. (2012). *Modern Blood Banking and Transfusion Practices* (6th ed.). Philadelphia: F.A. Davis Company. [Link to Purchase](#)

CHEMISTRY

Bishop, M.L., Fody, E.P. & Schoeff, L.E. (2018). *Clinical Chemistry: Principles, Techniques, and Correlations* (8th ed.). Wolters Kluwer. [Link to Purchase](#)

Burtis, C.A. & Bruns, D.E. (2014). *Tietz Fundamentals of Clinical Chemistry and Molecular Diagnostics* (7th ed.). Philadelphia: W.B. Saunders Company. [Link to Purchase](#)

Kaplan, L.A. & Pesce, A.J. (2009). *Clinical Chemistry: Theory, Analysis, and Correlation* (5th ed.). St. Louis: Mosby Inc. [Link to Purchase](#)

HEMATOLOGY

Keohane, E., Smith, L., and Walenga, J. (2016). *Rodak's Hematology: Clinical Principles & Applications* (5th ed.). Philadelphia: Elsevier Saunders. [Link to Purchase](#)

Marques, M. (2015). *Quick Guide to Hemostasis* (3rd ed.). Washington, DC: AACC Publications. [Link to Purchase](#)

McKenzie, S.B. & Williams, L. (2015). *Clinical Laboratory Hematology* (3rd ed.). New Jersey: Prentice Hall. [Link to Purchase](#)

IMMUNOLOGY

Rittenhouse-Olson, K. & DeNardin, E. (2012). *Contemporary Clinical Immunology and Serology* (1st ed.). Prentice Hall. [Link to Purchase](#)

Stevens, C.D. & Miller, L.E. (2017). *Clinical Immunology and Serology: A Laboratory Perspective* (4th ed.). Philadelphia: F.A. Davis Company. [Link to Purchase](#)

Turgeon, M.L. (2017). *Immunology & Serology in Laboratory Medicine* (6th ed.). Mosby. [Link to Purchase](#)

LABORATORY OPERATIONS

Ball, M. (2013). *Clinical Laboratory Mathematics*. (1st ed.) Upper Saddle River, NJ: Prentice Hall. [Link to Purchase](#)

Buckingham, L. (2014). *Fundamental Laboratory Mathematics: Required Calculations for the Medical Laboratory Professional*. (1st ed.). Philadelphia, PA: F.A. Davis Company. [Link to Purchase](#)

Davis, D. L. (2016). *Laboratory Safety A Self-Assessment Workbook*. (2nd ed.) Chicago: ASCP Press. [Link to Purchase](#)

Estridge, B. H. & Reynolds, A. P. (2011) *Basic Clinical Laboratory Techniques* (6th ed.). Clifton Park, NY: Delmar Cengage Learning. [Link to Purchase](#)

Johnson, C.W. (2009). *Essential Laboratory Mathematics: Concepts & Applications for the Chemical & Clinical Laboratory* (2nd ed.). Long Grove, IL: Waveland Press, Inc. [Link to Purchase](#)

Kalanick, K. A. (2011) *Phlebotomy Technician Specialist* (2nd ed.). Clifton Park, NY: Delmar Cengage Learning. [Link to Purchase](#)

McPherson, R.A. & Pincus, M.R. (2016). *Henry's Clinical Diagnosis and Management by Laboratory Methods* (23rd ed.). Philadelphia: Elsevier. [Link to Purchase](#)

Turgeon, M. L. (2015). *Linne & Ringsrud's Clinical Laboratory Science: Concepts, Procedures, and Clinical Applications* (7th ed.). Maryland Heights, MO: Mosby. [Link to Purchase](#)

MICROBIOLOGY

De La Maza, L.M. et al. (2013). *Color Atlas of Medical Bacteriology* (2nd ed.). Washington, D.C.: ASM Press. [Link to Purchase](#)

Kiser, K., Payne, W., Taff, T. (2010). *Clinical Laboratory Microbiology; A Practical Approach* (1st ed.). Philadelphia, PA: Prentice Hall. [Link to Purchase](#)

Leber, A.L., et. al. (2016). *Clinical Microbiology Procedures Handbook* (4th ed.). Washington, D.C.: ASM Press. [Link to Purchase](#)

Mahon, C.R., Lehman, D.C., Manuselis, G. (2014). *Textbook of Diagnostic Microbiology* (5th ed.). Philadelphia, PA: W. B. Saunders Company. [Link to Purchase](#)

Procop, G.W., et al. (2017). *Koneman's Color Atlas and Textbook of Diagnostic Microbiology* (7th ed.). Wolters Kluwer. [Link to Purchase](#)

Tille, P.M. (2017). *Bailey & Scott's Diagnostic Microbiology* (14th ed.). Elsevier. [Link to Purchase](#)

Zeibig, E. A. (2012). *Clinical Parasitology: A Practical Approach* (2nd ed.). Philadelphia, P.A.: Saunders. [Link to Purchase](#)

URINALYSIS & BODY FLUIDS

Brunzel, N.A. (2017). *Fundamentals of Urine and Body Fluid Analysis* (4th ed.). St. Louis, MO: Elsevier. [Link to Purchase](#)

Kjeldsberg, C. and Hussong, J. (2015). *Body Fluid Analysis*. (1st ed.). Chicago, IL: ASCP Press. [Link to Purchase](#)

Mundt, L.A. & Shanahan, K. (2015). *Graff's Textbook of Urinalysis and Body Fluids* (3rd ed.). Philadelphia: Lippincott Williams & Wilkins. [Link to Purchase](#)

Strasinger, S.K. & Di Lorenzo, M.S. (2014). *Urinalysis and Body Fluids* (6th ed.). Philadelphia: F.A. Davis Company. [Link to Purchase](#)

Sunheimer, R., Graves, L., Stockwin, W., & Gockel-Blessing, E. (2014) *Clinical Laboratory Urinalysis & Body Fluids* (1st ed.). Upper Saddle River, NJ: Prentice Hall. [Link to Purchase](#)

O N L I N E

BLOOD BANKING

(IMMUNOHEMATOLOGY)

AABB

[Link to View](#)

Blood Bank Guy – Transfusion Medicine Education

[Link to View](#)

Indian Immunohematology Initiative

[Link to View](#)

CHEMISTRY

AACC

[Link to View](#)

AACC Laboratory Medicine Practice Guidelines

[Link to View](#)

AACC Clinical Chemistry Trainee Council (CCTC)

[Link to View](#)

GENERAL

ASCP Online Practice Tests

[Link to Purchase](#)

HEMATOLOGY

CellAtlas – Blood Cell Morphology Guide
Outlines – Online Textbook & Atlas

[Link to View](#)
[Link to View](#)

MICROBIOLOGY

ASM Clinical Microbiology Portal
Centers for Disease Control and Prevention (CDC)
DPDx – CDC’s Division of Parasitic Diseases and Malaria

[Link to View](#)
[Link to View](#)
[Link to View](#)

ASCP Practice Tests online:

The link below will take you to the ASCP Practice test on-line. This is an optional exam preparation you may want to take advantage of.

<http://www.starttest.com/7.2.0.0/starttest.aspx?cmd=login&program=ascppractice&type=consumer&target=order&limit=all>

CLASSROOM ACCOMODATIONS

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *Accommodations are not given retrospectively.*

COGNITIVE & PSYCOMOTOR OBJECTIVES/COMPETENCIES

Each of the clinical rotations has specific objectives/competencies. These are posted on Blackboard. Student should refer to Blackboard for the objectives/competencies in each of the seven clinical rotations.

STUDENT EMPLOYMENT AND HOSPITAL SERVICE WORK PERFORMED BY STUDENTS

Students on clinical rotations are not expected to provide “service work” for the clinical sites during their clinical rotation placements. Students may not be substituted for clinical staff. After demonstrating competency, students may be permitted to perform procedures under qualified supervision; however, it is the responsibility of the supervising employee for final verification of the data and release to the laboratory information system. Students, in no way, replace paid staff members in these clinical laboratory rotations.

Any service work by students in the clinical setting outside of the academic hours is non-compulsory. If a student chooses to be hired by a clinical site for a job that does not require a certified medical laboratory scientist (MLS), the work hours must be scheduled at a time other than class hours. In such cases, the student is considered an employee of the clinical site and the work is NOT considered to satisfy any part of the student’s clinical rotation experience.

1. No hospital service is required of any student in the UTEP Clinical Laboratory Science Program. Students may not be substituted for clinical staff.
2. Qualified students may be offered employment; **HOWEVER**, students are cautioned to remain cognizant of their responsibility to the CLS program and their academic responsibilities.
3. Qualified student(s) can be employed by clinical facilities provided such openings are available and employment does not interfere with the students educational goals.

OUT OF TOWN AND PART OF TERM (POT) ROTATIONS

STUDENTS MAY BE REQUIRED TO ATTEND PRECEPTORSHIP OUT OF THE EL PASO AREA AT THEIR OWN EXPENSE. IF STUDENTS DO NOT VOLUNTEER TO TAKE AN OUT OF TOWN PRECEPTORSHIP THEN STUDENTS WILL BE CHOSEN VIA A LOTTERY METHOD. DEPENDING ON THE NUMBER OF STUDENTS AND CINCIAL AFFILATE AVAILABILITY, CLINICAL PLACEMENT MAY NOT BE IMMEDIATELY GUARANTEED. ROTATIONS IN LAS CRUCES, NM ARE NOT CONSIDERED OUT OF TOWN.

PRECEPTORSHIP I RUNS FROM AUGUST 1ST – DECEMBER 31ST
PRECEPTORSHIP III RUNS FROM JANUARY 1ST – END OF SPRING SEMESTER.

SOME STUDENTS MAY HAVE TO BEGIN CLINICAL ROTATIONS EARLY AND OR CONTINUE THROUGH WINTER BREAK AS DESIGNATED ABOVE.

STUDENTS' SPRING BREAKS MAY VARY. HOWEVER, ALL STUDENTS DO HAVE A "SPRING BREAK". STUDENTS SHOULD REFER TO THEIR INDIVIDUAL PRECEPTORSHIP SCHEDULE TO NOTE WHEN THEIR ASSIGNED SPRING BREAK IS SCHEDULED.

DO NOT ASSUME YOUR SPRING BREAK IS FOLLOWING THE UTEP SCHEUDLE. IF A STUDENT'S SPRING BREAK FALLS ON A DIFFERENT SCHEDULE, **THE STUDENT MUST CONTINUE TO ATTEND REGULARLY SCHEDULED CLASSES.**

AFFECTIVE OBJECTIVES

To demonstrate professional behavior, the student will:

1. Demonstrate a positive attitude by being prepared for the preceptorship experience, completing assigned tasks, and show evidence of initiative. (ATTITUDE)
2. Arrive on time and begin work promptly. (ATTENDANCE/PUNCTUALITY)
3. Follow directions, pursue accuracy diligently, and work on your own after being given instructions. (DEPENDABILITY)
4. Use advance planning, establish priorities, utilize extra time efficiently and keep work area neat and clean. (ORGANIZATION)
5. Attend to detail by documenting data accurately and legibly, meeting deadlines and following all standard operating procedures. (ATTENTION TO DETAIL)
6. Recognize errors and repeat lab tests when necessary. (ERROR RECOGNITION AND CORRECTION)
7. Cooperate and communicate effectively with peers and instructors, and display courteous, considerate behavior towards peers, instructors and patients. (INTERPERSONAL SKILLS)
8. Display self-confidence by initiating new procedures, by interacting freely in discussion, and with instructors and peers and by accepting constructive criticism. (SELF CONFIDENCE)
9. Explain the purpose of each step in instrument operation, perceive most procedural errors and instrument failure appropriately and arrive at appropriate solutions using sound logic and analytical reasoning. (PROBLEM-SOLVING)

10. Abide by all rules and regulations governing the CLS program and the preceptorship clinical facility.
(POLICY COMPLIANCE)

CLINICAL ROTATIONS / SCHEDULES

Clinical rotations consist of four (4) major clinical areas, three (3) minor clinical areas and a rotation through the venipuncture performance. The **student will attend full day (8 hours, not including lunch) rotations on Monday through Thursday** (second shift and DPH are exceptions to clinical rotation times, please see individual schedules for details).

| | |
|-----------------------------------------|------------------------------------------|
| Monday – Thursday 6:00 a.m. ~ 3:30 p.m. | Clinical rotations |
| Friday 8:00 – 9:50 a.m. | End of rotation exams (on-line) |
| Friday 10:00 – 12:00 | Weekly exams and presentations (on-line) |

Students are expected to arrive at the clinical sites by 6:00 – 7:00 a.m., depending on the clinical site, and complete a full 8-hour shift on Monday through Thursday. Students who must leave the hospital due to inspections or for other reasons outside their control, **MUST** immediately text or call the UTEP Clinical Coordinator (Ms. Camacho). **During this time, students must provide evidence of completing LABCE. Students who do not report to the UTEP Clinical Coordinator, Ms. Camacho, will receive a grade of 0 for the weekly exam and MUST make up the day.**

ROTATION DURATIONS ARE AS FOLLOWS:

MAJOR ROTATIONS

| | |
|-------------------------|------------------------------|
| Microbiology: | 6 weeks |
| Immunohematology: | 6 weeks |
| Hematology/body fluids: | 5 weeks |
| Chemistry: | 5 weeks |
| Chemistry: | 1 week supplementary at UTEP |

MINOR ROTATIONS

| | |
|-------------|--------|
| Coagulation | 2week |
| Urinalysis | 2 week |
| Serology | 2 week |
| Phlebotomy | 1 week |

Hematology: During the Hematology rotation students are required to perform 100 differentials which must be verified, signed and dated by the Hematology clinical instructor.

Phlebotomy: Document 50 successful draws by last day of the phlebotomy rotation. A venipuncture documentation log is provided on-line in the blackboard course shell or you may obtain one from the clinical coordinator. The documentation must be verified, signed and dated by the clinical instructor. Most of your venipunctures will come while you are at the phlebotomy rotation, however if your clinical affiliate will allow you to perform venipunctures, then you may also document these.

Exams for Molecular Diagnostics and Laboratory Operations, which include topics such as, but not limited to, safety, QC, QA, Education and Management will be administered during the phlebotomy rotation.

CLINICAL ROTATIONS GRADE SCALE / EXAM GRADE SCALE (%)

| | | | | |
|----------|-----|-----------|-----|------------------|
| 100 - 90 | = A | 79 - 75 | = C | |
| 89 - 80 | = B | 74.9 – 70 | = D | 69 and below = F |

All Exams require Respondus Lockdown and Webcam

PRECEPTORSHIP ASSESSMENT (How will I be graded?)

FALL

1. REQUIRED SUMMER ASSIGNMENT: (Elsevier's)

10%

Medical laboratory Science Examination Review: (2015). Linda J. Graeter, Elizabeth G. Hertenstein, Charity E. Accurso and Gideon H. Labiner

The summer Preceptorship preparation assignment is required in order to begin the Clinical Phase of the CLS Program. If the student does not complete this assignment the student may be in jeopardy of not passing the Fall Preceptorship I class. The student must be aware that if they do not pass Preceptorship I then they will be dismissed from the program.

Below are the instructions for the assignment to be uploaded to blackboard and included in a notebook binder.

1. Take the exam questions at the end of the chapter (pre-test). Record your answers on a separate piece of paper so that you can compare to a post test.
2. After reviewing missed questions, make a list of the specific content areas that were missed, (e.g., anemias, streptococci, liver enzymes) and then study all the review material in the section emphasizing the weak areas.
3. After studying, take a post test and record your answers on a separate piece of paper.
4. Compare and evaluate your post test results to the pretest results. This may be completed as a short summary, create a table or chart, etc. in addition you may create mini study guides for your more challenging or weaker areas in order to use during your clinical rotations. Suggestions for possible study guides can include the following:
 - Graphical representations of a disease or process
 - Concise charts or tables
 - A brief paragraph explaining the topic or question or a short outline.
5. Upload the following materials in blackboard by the deadlines given below. If the deadline is not met then the student will receive a zero for that week.
 - Pre-test results
 - Weak content areas
 - Post –test results
 - Evaluation of pre and post test results
 - Ancillary information (study guides, etc.)
6. Organize your work, put it in a binder and be prepared to turn it in on AUGUST 31, 2018 before you take the comprehensive exam. Please write your name on the binder. NOTE: your work will be reviewed for plagiarism. Copying other students work is a form of plagiarism.

Scanned 9 study materials as below

TOPIC

- 1. Clinical Fluid analysis and Lab operations**
- 2. Molecular Diagnostics and Lab Calculations**
- 3. Hemostasis**
- 4. Mycology, Virology, Parasitology**

27%

DUE DATE

- July 5, 2020**
- July 12**
- July 19**
- July 26**

| | |
|------------------------------------------|--------|
| 5. Immunology / Serology | Aug 2, |
| 6. Hematology | Aug 9 |
| 7. Immunoematology and Blood Transfusion | Aug 16 |
| 8. Microbiology | Aug 23 |
| 9. Clinical Chemistry | Aug 30 |

Notebook **40%**
Hard copy of scanned assignments **Aug 30, 2020**

Comprehensive Exam **33%**
Sept 4, 2020 10:00

| | |
|----------------------------------------------------------------------------------------------------------------------------|------|
| 2. LABCE: Weekly rotation practice exams (On line) | 10 % |
| 3. Pre-comprehensive exam - September | 10% |
| 4. Pre-comprehensive exam - November | 10% |
| 5. End of Rotation Exam | 25% |
| 6. Rotation evaluation scores | 5% |
| 7. Weekly comprehensive exams (On line) | 5% |
| 8. Case Studies | 10% |
| Individual case study presentation (20-25 minutes) from preceptor experience (50%) Attendance/Case study critique (50%) | |
| 9. Fall Comprehensive Semester Final - December | 15% |
| Must be passed with a minimum of 55% (55% or greater receives 15 points) | |

FALL COMPREHENSIVE EXAM:

If a student is not successful in earning a minimum of 55% on the fall comprehensive exam, the student will be issued the grade of “I” in the Preceptorship I and II courses and will be required to remediate and re-take the comprehensive exam before the start of the Spring semester. The student will only be allowed to take the comprehensive exam for a maximum of three (3) times. If the student is not successful after taking the fall comprehensive exam three (3) times, then the student will be dismissed from the program and receive a grade of D. Please note that the student will not be able to view the final comprehensive exam/score. **Please note that if a student is withdrawn from the preceptorships the student will not be able to graduate with a BS in CLS but can earn a degree in Multidisciplinary Studies. The student may choose to continue with other CLS lecture classes.** The date of the exam re-takes will be arranged with the UTEP Clinical Coordinator.

SPRING

| | |
|-----------------------------------------------------------------------------------------------------------------------------|-----|
| 1. Pre-comprehensive exam - January | 10% |
| 2. Pre-comprehensive exam – April | 10% |
| 3. End of Rotation Exam | 20% |
| 4. Rotation evaluation scores | 5% |
| 5. Weekly comprehensive exams | 10% |
| 6. LABCE: Weekly rotation practice exams (on line) | 10% |
| 7. Case Studies | 5% |
| Individual case study presentation (20-25 minutes) from preceptor experience (50%) -Attendance/Case study critique (50%) | |
| 7. Comprehensive semester final – May * Minimum grade 75 (See below) | 25% |
| 8. Proof of registration for ASCP exam | 5% |

FINAL COMPREHENSIVE EXAM:

If a student is not successful in earning a minimum of 75% on the comprehensive final exam, the student will be issued the grade of "I" in the Preceptorship III and IV courses and will be required to remediate and re-take the comprehensive exam. Please note that the student will not be able to view the final comprehensive exam/score. If the student has not achieved the minimum 75%, the student will be contacted AFTER graduation ceremonies. If the student has not achieved the minimum of 75%, the student will only be allowed to take the comprehensive exam for a maximum of three (3) times. If the student is not successful after taking the spring comprehensive exam three (3) times, then the student will be dismissed from the program and receive a grade of D. **Please note that if a student is withdrawn from the preceptorships the student will not be able to graduate with a BS in CLS but can earn a degree in Multidisciplinary Studies.**

The date of the exam re-takes will be arranged with the UTEP Clinical Coordinator and Program Director

ROTATION EXAMINATIONS (end of rotation exam):

The **exams will be timed and on-line** in your Blackboard course. Exams will be taken on Friday (see individual schedule for dates). **Students are required to have respondus lockdown and webcam.** If the student does not have a laptop then the student may go to the UTEP library to check a computer out. If students are attending out of town rotations, exam date and times will be determined with the UTEP Clinical Coordinator. Please note that cameras will be used to proctor the exams. Make sure that your equipment is functional or the exam will be invalidated.

The exams consist of randomly computer-generated multiple-choice questions and pictures from a test bank of over 5000 questions. The test questions will appear one-at-a-time and must be answered. If the question is skipped or unanswered, the student will not be able to revisit the question. The exams are timed and the student will have only the allotted time to finish the exams, therefore the student must be prepared ahead of time. The student must check their rotation schedule for specific exam dates.

Examinations cannot be rescheduled unless there is an emergency (such as the death of an immediate family member or hospitalization). Documentation must be provided and will be placed in the student's permanent file. Vacations, weddings, child care issues and doctor's appointments DO NOT constitute an emergency. Any conflicts with this policy can be addressed with the Clinical Coordinator in advance (not the same day of the event). No study materials, telephones, or other electronic devices other than the computer to take the exam may be taken into the exam room. Students will not be allowed to leave the testing room once the exam has been started. Please bring your water and use the restroom before starting the exam.

A grade of "C" (75%) is the minimum grade acceptable for the Preceptorship.

All end of rotation exams must be passed with a minimum of 75%. If an unsatisfactory grade is achieved on the first attempt, the student will have only one opportunity to retake the exam to achieve a minimum of 75%. The final grade for that exam will be replaced with the passing grade (greater than or equal to 75%).

The student is given this opportunity ONLY ONCE per semester during the preceptorship year. You cannot "carry over" your opportunity from the previous semester.

If the student fails a second rotation exam during the same semester, the student will be withdrawn from the preceptorship classes. Please note that if a student is withdrawn from the preceptorships the student will not be able to graduate with a BS in CLS but can earn a degree in Multidisciplinary Studies. The student may choose to continue with other CLS lecture classes.

ABSENCE FROM ROTATIONS:

Students are expected to be on time or early to all rotations. In the case of an emergency or illness necessitating an absence, the student **MUST** inform the Clinical Faculty, i.e. the clinical individual you are working with, no **later than 7:00 A.M.** of an expected absence. The student must also inform the UTEP CLS Clinical Coordinator of any absences. The emergency cell phone number of the UTEP Clinical Coordinator should be used and if no answer, the student **MUST** leave a text message and e-mail. All absences **WILL** be made up by the student on the student's own time at the convenience of the affiliate. **Students may not ask for time off from rotations to study.** Please note that this may entail the student using his or her spring break or holidays.

Students must fill out the attendance log on a daily basis and have it counter signed by a clinical faculty member.

CLINICAL AFFILIATES

Clinical rotations will be provided through the following clinical affiliates. Please note that a student may not be able to rotate through all affiliates as rotation sites are based on the affiliate's availability.

Students must submit materials for compliance as stated in the CLS Student Handbook.

Students are not to enter the clinical laboratory facilities until ALL compliance and clearances have been completed by

- 1. The CLS Program**
- 2. The UTEP Compliance Office**
- 3. The Clinical Affiliate Education Department and /-or the Human Resources.**

ALL THREE PROCESSES MUST BE COMPLETED FOR STUDENT CLINICAL CLEARANCE TO BE GIVEN. If a student has not completed all the compliance requirements by the specified deadline(s), then the student will not begin preceptorships and will be dropped from all CLSC classes. Be aware that this may result in the student not completing graduation requirements and the student must reapply the following year. There is no guarantee of a preceptorship clinical rotation and depends on availability.

ONCE STUDENTS HAVE BEEN CLEARED AT ALL LEVELS as stated above, the student will be notified by the UTEP CLS Clinical Coordinator (Ms. Camacho) that they may now contact an individual in the clinical lab department they have been assigned to as stated in their rotation schedule. Students must not assume that if they receive an e-mail from Ms. Lantican indicating they have been cleared that this means they are cleared at all levels. **STUDENTS MUST WAIT FOR COMMUNICATION FROM MS. CAMACHO INDICATING THEY ARE CLEARED.**

Students may not enter a clinical laboratory facility at any time if they are not currently assigned to that location, with no exceptions.

No student is allowed to leave their preceptor rotation at any time without the authorization of program officials to visit a different clinical site, department or fellow student. Failure to follow instructions may result in disciplinary action or dismissal from the program.

Students should only wear the UTEP ID / Student badge during rotation hours. Students must remove the badge at the completion of the day's rotation.

Students misrepresenting themselves as students outside of clinical rotation times may result in disciplinary action or dismissal from the program.

Clinical Affiliates

| Clinical Facility | Laboratory Contact | Compliance Contact |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Local Clinical Affiliates</i> | | |
| <p>City of El Paso Department of Public Health Laboratory 4505 Alberta Dr., 2nd Floor El Paso, TX 79905 915-543-3255</p> | <p>Martha Gasca Medical Laboratory Scientist GascaMR@elpasotexas.gov</p> <p>Miguel E. Martinez, MLS(ASCP)^{CM} Lead Laboratory Scientist MartinezME@elpasotexas.gov</p> | <p>Angela Mora Deputy Health Director Angel.Mora@elpasotexas.gov</p> <p>Mary Holguin CSC Recorder Volunteer Coordinator City of El Paso (915) 212-1242 holguinml@elpasotexas.gov</p> <p><i>Sandra Ascencio, Human Resource Specialist</i> City of El Paso HR-Department of Public Health 300 N. Campbell El Paso, Texas 79901 Phone (915) 212-1297 ascenciosx@elpasotexas.gov</p> <p>Juliet Funes FunesJX@elpasotexas.gov</p> |
| <p>Del Sol Medical Center 10301 Gateway West El Paso, TX 79925 (915) 595-9000</p> <p>Training and Development (915) 621-6575 FAX 915-599-4049 10555 Vista Del Sol Suite #100 El Paso, TX 79925</p> | <p>Jesus Medina: Laboratory Director Jesus.Medina1@hcahealthcare.com</p> <p>Derick A. Kalt, MS, MLS (ASCP)^{CM}^{SC}^{CM} Manager, Laboratory Services Office: (915) 263- 5132 Derick.Kalt@hcahealthcare.com</p> <p>Monica Camargo Monica.camargo@hcahealthcare.com</p> | <p>Sherry Quintanilla Training and development Director of Education sherry.quintanilla@hcahealthcare.com</p> <p>Lori Armendariz, BSN, RN Clinical Educator Training and Development Lorena.Armendariz@hcahealthcare.com</p> <p>George Avitia (915)621- 6522 George.Avitia@HCAhealthcare.com</p> |
| <p>El Paso Children’s Hospital 4845 Alameda Ave, El Paso, TX 79905 (915) 298-5444</p> | <p>Sylvia Corral (Laboratory Director) P: 915-242-8382 Fax: 915-242-8419 Email: scorral@elpasochildrens.org</p> <p>Michelle Holguin, MS, MLS (ASCP)^{CM} Blood Bank Supervisor Phone: 915-242-8355 michelle.holguin@elpasochildrens.org</p> | <p>Kristine Tejeda, RN, MSN Interim Director of Education (915)920-1273 (915) 298-5444 EXT 43648 Kristine.tejeda@elpasochildrens.org</p> <p>John Santillan Nursing Administration Coordinator P: (915)-298-5444 ext.40512 JohnSantillan@umcelpaso.org</p> |

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| <p>Las Palmas Medical Center 1801 N. Oregon El Paso, TX 79902 (915) 521-1200 Fax: 599-4253</p> <p>Las Palmas Medical Center Education Department Suite 720 1700 N. Oregon El Paso, Texas 79902</p> | <p>Christina Carrillo Laboratory Director (915) 521-1588 Christina.carrillo@hcahealthcare.com</p> <p>Elisa Camacho Laboratory Operations Manager 915-521-1381 elisa.camacho@hcahealthcare.com</p> <p>Olivia Diaz – Blood Bank (915)521-1372 Olivia.Diazquiz@hcahealthcare.com</p> <p>Ivonne Carranza - Hematology Lead Ivonne.carranza@hcahealthcare.com</p> <p>Rosa Hernandez (Microbiology) (915)521-1399 Rosa.Hernandez@hcahealthcare.com</p> | <p>Sherry Quintanilla Training and development Director of Education sherry.quintanilla@hcahealthcare.com</p> <p>Lori Armendariz, BSN, RN Clinical Educator Training and Development Lorena.Armendariz@hcahealthcare.com</p> <p>George Avitia (915)621- 6522 George.Avitia@HCAhealthcare.com</p> <p>(915) 621-6575 FAX 915-599-4049 10555 Vista Del Sol Suite #100 El Paso, TX 79925</p> |
| <p>The Hospitals of Providence East Campus 3280 Joe Battle Blvd El Paso, TX 79938</p> <p>(915) 832-2990</p> | <p>Jessica Bretado (Laboratory Director) Laboratory Director Jessica.Bretado@tenethealth.com</p> <p>Maria Amador (Blood Bank) maria.amador@tenethealth.com</p> <p>Nicholas Russell Nicholas.Russell@tenethealth.com</p> <p>Rogelio Ortiz (Hematology) ROGELIO.ORTIZ@tenethealth.com</p> <p>(Microbiology)</p> | <p>Maria A. Hannah, MSN, RN Director of Staff Development Maria.Hannah2@tenethealth.com 2001 North Oregon St./ El Paso, TX 79902 Office: (915) 577-7472 Cell: (915) 474-2012</p> <p>Sandra Rivera Sandra3.rivera@tenethealth.com (915) 747-2774 Fax: (915 747-2237) Education Department</p> |
| <p>The Hospitals of Providence Memorial Campus 2001 N. Oregon El Paso, TX 79902 (915) 577-7300</p> | <p>Syed Hafeez (Laboratory Director) (915) 577-7300 Syed.Hafeez@tenethealth.com</p> <p>(Blood Bank) (915) 577-7304 edgarj.alvarez@tenethealth.com</p> <p>David Herrera (Chemistry) (915)577-7320 David.Herrera@tenethealth.com</p> <p>Ileen Lafarelle (Microbiology) (915) 577-7330 Ileen.Lafarelle@tenethealth.com</p> | <p>Maria A. Hannah, MSN, RN Director of Staff Development Maria.Hannah2@tenethealth.com 2001 North Oregon St./ El Paso, TX 79902 Office: (915) 577-7472 Cell: (915) 474-2012</p> <p>Sandra Rivera Sandra3.rivera@tenethealth.com (915) 747-2774 Fax: (915 747-2237) Education Department</p> |

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| <p>The Hospitals of Providence Sierra Campus 1625 Medical Center Drive El Paso, TX 79902 (915) 747-4000</p> | <p>Brenda Gonzalez (Laboratory Director) (915) 747-2596 BRENDA.GONZALEZ2@tenethealth.com</p> <p>Valeria Cortez – Blood Bank VALERIE.CORTEZ@tenethealth.com</p> <p>Ernesto Segovia (Chemistry) Ernesto.Segovia@tenethealth.com</p> <p>Victoria Luna Lozano– Hematology vicki.lunasolorzano@tenethealth.com</p> <p>Jose I. Hernandez – Microbiology JOSE1.HERNANDEZ2@tenethealth.com</p> | <p>Maria A. Hannah, MSN, RN Director of Staff Development Maria.Hannah2@tenethealth.com 2001 North Oregon St./ El Paso, TX 79902 Office: (915) 577-7472 Cell: (915) 474-2012</p> <p>Sandra Rivera Sandra3.rivera@tenethealth.com (915) 747-2774 Fax: (915 747-2237) Education Department</p> <p>Peggy Soper Ph. (915) 747-2674 Peggy.soper@tenethealth.com</p> <p>Alma Terrazas (Compliance) (915) 5777533</p> |
| <p>The Hospitals of Providence Transmountain Campus 2000 Woodrow Bean Transmountain Dr. El Paso TX 79911 915-877-8136</p> | <p>Eric Castañón: Laboratory Director Office: 915-877-8645 Fax: 915-877-8231 guy.castanon@tenethealth.com</p> | <p>Maria A. Hannah, MSN, RN Director of Staff Development Maria.Hannah2@tenethealth.com 2001 North Oregon St./ El Paso, TX 79902 Office: (915) 577-7472 Cell: (915) 474-2012</p> <p>Sandra Rivera Sandra3.rivera@tenethealth.com (915) 747-2774 Fax: (915 747-2237) Education Department</p> |
| <p>University Medical Center 4815 Alameda Avenue El paso, TX 79905 (915) 521-7777 (Lab)</p> | <p>Roland Perea Laboratory Director</p> | <p>Nellie Flores (915) 521-7431 (915) 521-7990 (fax) nflores@umcelpaso.org</p> |

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| | <p>Jessica Garcia (Blood Bank) (915) 521-7783 Jessicagarcia@umcelpaso.org</p> <p>Amy VanFossan Chemistry (915) 521-7785 Avanfossan@umcelpaso.org</p> <p>Darrell Garza Hemtology (915) 521-7784 DGarza@umcelpaso.org</p> <p>Lourdes Aguilar (Microbiology) LourdesAguilar@umcelpaso.org</p> <p>Suzin Mason-Clark 2nd Shift Supervisor Phone (915) 521-7785 ext 2033 E-Mail smason-clark@umcelpaso.org</p> <p>Enrique Lopez Manager Specimen Processing (915)521-7780 Ext. 45005 Enrique.lopez@umcelpaso.org</p> | |
| <p>William Beaumont Army Medical Center 5005 North Piedras St. El Paso, TX 79920-5001</p> | <p>Munoz, Alicia (Microbiology) alicia.munoz2.civ@mail.mil</p> <p>Maria Celina Guzman (Microbiology) Maria.c.guzman14.civ@mail.mil (915) 742-6472</p> | <p>Laboratory Manager 915-742-6426 Santana, Juan MAJ USARMY MEDCOM WBAMC (US) juan.s.santana3.mil@mail.mil</p> <p>Lydia C. Wilkerson, LTC AN Chief, Education Support WBAMC, Fort Bliss, TX 79920 O: (915) 742-2057 C: 301-661-6609 lydia.wilkerson3.mil@mail.mil</p> <p>Wehmeyer, Cody S SFC USARMY MEDCOM WBAMC (US) cody.s.wehmeyer.mil@mail.mil</p> <p>Shannon, Janna O SFC janna.o.shannon.mil@mail.mil</p> <p>Lara, Gregory L LTC USARMY MEDCOM WBAMC (USA) Chief of Hospital Education gregory.l.lara.mil@mail.mil</p> <p>Susanna Beirich susanna.beirich.civ@mail.mil</p> |
| <i>Remote Clinical Affiliates</i> | | |

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| <p>Gerald Champion Regional Medical Center 2669 N. Scenic Dr. Alamogordo, NM 88310</p> | <p>Janis Miller (Iterim Laboratory Director) jamiller@gcrmc.org 575-443-7607</p> | <p>Susan Weitzel (Employee Health/Education) 575-443-7866 Email: sweitzel@gcrmc.org</p> <p>Viola Chavez (Human Resources) 575-443-7445 Email: vchavez@gcrmc.org</p> <p>Helen Guerrero Human Resources Assistant (575) 443-7445</p> |
| <p>Memorial Medical Center 2450 S. Telshor Blvd Las Cruces, NM 88011-5076</p> | <p>Sofia Romo (Laboratory Director) Sofia.romo@LPNT.net (575) 532-7468</p> <p>Julia Holguin (Laboratory Supervisor) Julia.holguin@lpnt.net (575)521-5649 (575)521-5292- Main Lab Fax: (575)521-5578</p> <p>Betsy Banuelos (Microbiology Supervisor) Betsy.Banuelos@LPNT.net</p> | <p>Ernest Perez, RN Employee Health Nurse (575)521-5003 Fax (575)521-5085 Ernest.Perez@lpnt.net</p> <p>Jennifer Pieper, RN Jennifer.Pieper@LPNT.net Health Nurse 575-521-5003</p> <p>Marcie Fredericksen HR Coordinator/Payroll (575)556-5844 Marcelina.Fredericksen@LPNT.net</p> <p>Todd Stuve Director of Educational Services Education's No. (575)521-2233 Todd.Stuve@LPNT.net</p> |
| <p>MountainView Regional Medical Center 4401 E. Lohman Ave. http://www.mountainviewregional.com</p> | <p>Jennifer Jimenez Administrative Director of Laboratory Services Office Tel: 575-556-6701 Fax: 575-556-6709 Lab(575) 556-6700 </p> | <p>Kendall Larsen MSN, RN Director of Education Tel: 575-556-5697</p> |
| <p>Northwest Medical Center 6200 N. La Cholla Blvd Tucson, AZ 85741</p> | <p>Frankie Seelenbinder, BS, MLS (ASCP) Interim System Director, Laboratory Services Northwest Healthcare Phone: 520-469-8655 Cell: 760-415-3758 Frankie.Seelenbinder@orovalleyhospital.com</p> | <p>Jennifer Miranda (520) 469-8578 (520) 469-8093 (fax) jennifer.miranda@northwestmedicalcenter.com</p> |
| <p>Oro Valley Hospital 1551 E. Tangerine Road Oro Valley, AZ 85755</p> | <p>Frankie Seelenbinder, BS, MLS (ASCP) Oro Valley Hospital (520) 901-3903 Frankie.Seelenbinder@northwestmedicalcenter.com</p> | <p>Reykdal, Patricia Patricia.Reykdal@orovalleyhospital.com</p> |

EVALUATIONS:

The clinical faculty will evaluate the student for technical performance and affective skills. Each student will be provided with specific evaluation forms for each clinical rotation and common affective evaluation forms to be given to the clinical faculty for completion. These forms are found in the CLS Preceptorship handbook as well as on-line in the Blackboard classroom. Additional copies may be made as needed.

Each evaluation form will specify the performance levels and behaviors the student is expected to demonstrate. **Students are responsible for submitting their own evaluations within a week of the completion of a section or area. Failure to do so results in a 2% grade reduction per week.**

Community Service: CLS students MUST engage in community service.

Second year CLS students must acquire a **minimum of 30 hours** of service per year **OUTSIDE OF CLINICAL ROTATION TIME**. All service activities need to relate to the CLS profession or support the UTEP/CLS program mission. **Participation in the HOPE Health Fairs / Clinic and the Community Health Fair in San Elizario, Fabens, Tornillo or Socorro is mandatory (not counted toward 30 hours).** Noncompliance will result in the student receiving an Incomplete (I) for Preceptorship IV until the hours have been completed. Any service performed with the Hospitals of Providence (or other) or any UTEP activity **during rotation hours do not count toward the community service requirement** but are considered as preceptorship hours.

On occasion, the CLS Program is asked to send students to participate in health fair and other activities. Students are asked to volunteer, however, if students do not volunteer for these activities, then students will be randomly selected to participate for said activities.

MENTORSHIP OPPORTUNITY:

Second year CLS students may engage in mentoring a CLS Junior student(s). If a Second year student decides to mentor CLS junior students this must be a year-long commitment and must arrange the details with the UTEP Clinical Coordinator (Ms. Camacho) for community service credit. Be advised that this time may most likely occur during the weekend. For every 2 hours you are mentoring with a Junior, you will receive one (1) hour of community service credit.

DISMISSAL POLICY:

Students may be released from the clinical preceptorship due to lack of clinical compliance, unsafe practice or inability to perform and or act at an acceptable level (misconduct or affective domain) as determined by the clinical affiliate's preceptors.

If a student is asked by a clinical affiliate to be removed from the facility due to unethical, unsafe, inebriation, excessive absences or tardiness or aggressive behavior, the student will be dropped from the program.

Students must maintain a C (75%) or better throughout the practicum and must have a minimum of 75% on each end of rotation exam and Spring final comprehensive exam. Failure to maintain grade point average and adhere to regulations and policies will result in withdrawal from the practicum. **Please refer to you student handbook** for additional information.

Dismissal Based on Affective Evaluation

Affective performance emphasizes the ability to constructively interact with co-workers and supervisors and the ability to make decisions utilizing available data. Affective evaluations include but are not limited to the areas of communication, initiative, self-reliance, judgment, dependability, adherence to policy, and organizational ability. Technical knowledge and proficiency are important qualifications for any job but equally important are affective attributes when considering how well an individual will function in the clinical lab environment.

Therefore, a policy for dismissal from the program based on affective problems has been established.

If a student receives <70% on an affective evaluation, a conference will be held between the clinical instructor, the clinical coordinator and the student to discuss the problem. The student will also meet with the Program Director to discuss the situation. When a student receives <70% on three affective evaluations, this may be cause for dismissal and the problem will be discussed between the clinical instructors, University program officials (Program Director & Clinical Coordinator) and the student. A final hearing will be conducted in the presence of an advisory committee (CHS associate dean, etc.) and a decision reached by judicial process.

The student may appeal the decision by following the standard University of Texas El Paso appeals procedure.

SAFETY REGULATIONS & CLINICAL ACCIDENTS

The student is required to observe all safety requirements, regulations and policies of the clinical affiliate, as if you were an employee. Failure to do so could result in your withdrawal from clinical practicum. Should a student accidentally come in contact with infectious material or otherwise be injured, the student will follow the protocol of the clinical facility. Any medical expenses accrued are the responsibility of the student.

HEALTH INSURANCE

Students may be required to prove health insurance coverage.

LIABILITY INSURANCE

Students enrolled in the clinical practicum are provided liability insurance through the UT System as long as they are enrolled in the Preceptorship classes.

CLINICAL ATTIRE

The Student will wear the UTEP clinical uniform. **Jeans are not admissible. No logos in outerwear are tolerable. Only white, black, blue or orange undershirts are acceptable.** During clinical rotations, the student will at all times wear a clean disposable lab coat that will be issued by the clinical facility. Shoes must be closed toed at all times. Wear comfortable flat to low heeled shoes. **TENNIS SHOES ARE ACCEPTABLE BUT MUST BE CLEAN AT ALL TIMES. Tennis shoes must be made of non-porous materials and meet OSHA requirements. CANVAS OR WEBBED MATERIALS ARE NOT ACCEPTABLE.** Minimal jewelry that is small and in good taste is acceptable. Body piercing earrings are not recommended in a hospital laboratory setting and will not be tolerated. Hair color must be a natural looking color, and off colors such as green, blue, orange, etc. will not be tolerated and the student will be asked to color their hair to a natural color before being allowed back into the clinical facility. Long hair is to be tied back and kept out of the way. Visible tattoos must be covered at all times. Long finger nails and sculptured nails are not acceptable in a clinical setting. If finger nail polish is used, it should be a discrete color.

Students must wear PPE attire at all times when in the clinical facility laboratory. If a student is found not wearing their PPE they will be asked to leave the clinical facility and will receive a zero on the weekly exam and must make up the time lost due to dismissal. Students should not be self-conscious in wearing their PPE if the clinical facility lab personnel are not wearing their PPE. Students must wear PPE!

AFFILIATE SITE VISITS

UTEP CLS Clinical coordinator and or faculty will visit and / or phone the clinical affiliate to determine the student's progress. Each student will have the opportunity to discuss progress and /or any problems that may arise at the student's clinical site. At other times, the student is encouraged to seek counsel with the CLS Program Clinical Coordinator or the CLS Program Director whenever a problem arises.

CLINICAL ROTATION SCHEDULE

A complete syllabus for preceptorships is posted on Blackboard before classes begin. The syllabus will include practicum calendar, rotation schedule, and schedule of exams for Preceptorships I, II, III, and IV.

Students will be allowed lunch breaks and coffee breaks as determined by clinical supervisors at the individual sites. Most common practice is for the student to receive a 30 minute lunch break and one 15 minute morning break.

OTHER

Should a CLS student become pregnant, the student assumes the responsibility of somewhat hazardous working conditions and must have a physician's statement of physical ability to continue in classes, labs and rotations. If the student is unable to complete the clinical rotation the student may have to withdraw from the clinical preceptorship class.

The Family Educational Rights and Privacy Act (**FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Students must be aware the FERPA regulations do not allow CLS Faculty to discuss any student information with anyone except the student.

Student Code of Academic Integrity

The UTEP Clinical Laboratory Science (CLS) program is an academic community whose fundamental mission is the pursuit of intellectual growth. Achievement of this mission is dependent upon the development of autonomous thought and respect for the ideas of others. Academic dishonesty threatens the integrity of individual students as well as the CLS's community. By virtue of membership in the UTEP CLS academic community, students accept a responsibility to abide by this Student Code of Academic Integrity.

Academic integrity violations include all forms of academic dishonesty, including but not limited to:

1. **Plagiarism** – *Intentional or unintentional representation of another's words or ideas as one's own in an academic exercise.*

Examples of plagiarism include but are not limited to:

- a. The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used in a class posting or assignment submission do not represent the student's original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.
- b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgement.
- c. Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.
- d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one's submission.

2. **Self-plagiarism, double dipping, or dovetailing** – *Submission of work that has been prepared for a different course without fair citation of the original work and prior approval of faculty.*

Students who submit assignments that were previously submitted in another course are subject to the same consequences they would face if they plagiarized these assignments. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

3. ***Fabrication*** – *Falsification or invention of any information, citation, data, or document.*

This includes the invention or alteration of data or results, or relying on another source's results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.

4. ***Unauthorized Assistance*** – Use of materials or information not authorized by the faculty member to complete an academic exercise, or the completion of an academic exercise by someone other than the student.

Students must rely upon their own abilities and refrain from obtaining assistance in any manner that faculty does not explicitly allow. This includes but is not limited to providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

5. ***Copyright infringement*** – *Acquisition or use of copyrighted works without appropriate legal license or permission.*

6. ***Misrepresentation*** – *Falsely representing the student's situation to faculty when (1) justifying an absence or the need for an incomplete grade; or (2) requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.*

7. ***Collusion*** – *Helping or allowing another student to commit any act of academic dishonesty.*

PROGRAM COMPETENCIES

Clinical Laboratory Scientists are competent in:

- developing and establishing procedures for collecting, processing, and analyzing biological specimens and other substances;
- performing analytical tests of body fluids, blood cells, and other substances;
- integrating and relating data generated by the various laboratory departments while making decisions regarding possible discrepancies;
- confirming abnormal results, executing and verifying quality control procedures, and developing solutions to problems concerning the generation of laboratory data;
- evaluating quality control results and quality assurance measures, and instituting proper procedures to maintain accuracy and precision;
- establishing and performing preventive and corrective maintenance of equipment and instruments as well as identifying appropriate sources for repairs;
- developing, evaluating, and selecting new techniques, instruments and methods in terms of their usefulness and practicality within the context of a given laboratory's personnel, equipment, space and budgetary resources;
- demonstrating professional conduct and interpersonal skills with patients, laboratory personnel, other health care professionals and the public;
- establishing and maintaining continuing education as a function of growth and maintenance of professional competence;

- providing leadership in educating other health personnel and the community;
- exercising principles of management, safety, and supervision;
- applying principles of educational methodology, and
- applying principles of current information systems.

Upon graduation and initial employment, the Clinical Laboratory Scientist should be able to demonstrate entry-level competencies in the above areas of professional practice.

COUNSELING

1. Depending on the issue, counseling is available from the CLS faculty, the University Counseling Center or Office of Student Life.
2. If concerns develop at the clinical site, call the UTEP CLS Clinical Coordinator before problems get out of hand.

ASCLS Code of Ethics

Preamble

The Code of Ethics of the American Society for Clinical Laboratory Science (ASCLS) sets forth the principles and standards by which clinical laboratory professionals practice their profession.

I. Duty to the Patient

Clinical laboratory professionals are accountable for the quality and integrity of the laboratory services they provide. This obligation includes maintaining individual competence in judgment and performance and striving to safeguard the patient from incompetent or illegal practice by others.

Clinical laboratory professionals maintain high standards of practice. They exercise sound judgment in establishing, performing and evaluating laboratory testing.

Clinical laboratory professionals maintain strict confidentiality of patient information and test results. They safeguard the dignity and privacy of patients and provide accurate information to other health care professionals about the services they provide.

II. Duty to Colleagues and the Profession

Clinical laboratory professionals uphold and maintain the dignity and respect of our profession and strive to maintain a reputation of honesty, integrity and reliability. They contribute to the advancement of the profession by improving 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.

Clinical laboratory professionals actively strive to establish cooperative and respectful working relationships with other health care professionals 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, clinical laboratory professionals have the responsibility to contribute from their sphere of professional competence to the general well-being of the community.

Clinical laboratory professionals comply with relevant laws and regulations pertaining to the practice of clinical laboratory science and actively seek, within the dictates of their consciences, to change those which do not meet the high standards of care and practice to which the profession is committed.

**UTEP CLS PRECEPTORSHIP SYLLABUS
SIGNATURE PAGE:**

I acknowledge that I have received the UTEP, College of Health Sciences, Clinical Laboratory Science Preceptorship syllabus and that the contents were explained to me and all of my questions and/or concerns were addressed.

Students are responsible for understanding the contents of and referring to the syllabus for any questions or issues regarding all policies and procedures relating to the Preceptorship experience.

If I have any questions regarding this CLS Preceptorship syllabus, I will not hesitate to ask the CLS Program Director or its Faculty, so I may be clear about policies and procedures for the Clinical Laboratory Science Program Preceptorship and my responsibilities as a student.

_____ **(Please initial here) I understand that all preceptorship exams must be passed with a score of 75%. Failure to do so will result in the student receiving a grade of “I” or possibly failing the course and being dismissed from the program.**

(Print Name)

(Signature)

(Date)

**THE UNIVERSITY OF TEXAS AT EL PASO
CLINICAL LABORATORY SCIENCE PROGRAM**

**STUDENT CODE OF ETHICS
CONFIDENTIALITY**

I, as a Clinical Laboratory Science student, will apply the following code of ethics to my actions towards patients, colleagues, and other health care professionals. During my preceptorship and in my future work as a laboratory professional, I will demonstrate the following personal and professional attitudes and conduct.

AS A PROFESSIONAL, I WILL:

1. Assume a professional manner in attire and conduct.
2. Establish a rapport with professional laboratorians, staff, supervisors, and other health care professionals.
3. Hold in confidence information related to patients and families.
4. Strive for increased efficiency and quality through better organization.
5. Be willing to accept responsibility for my work and results.
6. Strive to learn the theories behind all laboratory determinations.
7. Gain the confidence of the patient through kindness and empathy.
8. Work to develop my critical thinking and problem solving skills.

IN PERSONAL CONDUCT I WILL

1. Achieve the highest degree of honesty and integrity in my work.
2. Maintain adaptability in action and attitude.
3. Establish a sense of camaraderie among fellow students.
4. Become known as cooperative, knowledgeable and a pleasure to work with in the clinical laboratory.
5. Always remember that I am a University student, therefore I will strive to become a well-rounded educated individual.
6. Become a life-long learner, recognizing that my profession is constantly evolving and I must grow and change with it.

I, _____ being fully cognizant of my responsibilities in the practice of clinical laboratory science, affirm my willingness to discharge my duties with accuracy, thoughtfulness, and care. Realizing that the knowledge obtained concerning patients in the course of my work must be treated as confidential, I hold inviolate the confidence and trust placed in me by the patient and other health professionals. Recognizing that my integrity and that of my profession must be pledged to the absolute reliability of my work, I will conduct myself at all times in a manner appropriate to the dignity of my profession.

Signature: _____

Date: _____

**University of Texas at El Paso
College of Health Sciences
Clinical Laboratory Science Program**

Confirmation of Student Preceptorship Schedule

Student Recitations:

1. _____ I have read the Preceptorship syllabus.
2. _____ I am aware of the goals, objectives, and rotation schedules of the preceptorship.
3. _____ I am aware of my Spring Break dates.
4. _____ I am aware of the preceptorship assessment and examinations and how I will be graded.
5. _____ I am aware that the clinical preceptor will evaluate my performance during my clinical rotations.
6. _____ I am aware that I will be able to evaluate my clinical preceptor during my clinical rotations.
7. _____ I am aware of the dismissal policy from the UTEP CLS program and clinical preceptorship.
8. _____ I am aware that if I am dismissed from preceptorships I will not receive a BS in CLS but may receive a degree in Multidisciplinary Studies.
9. _____ I am aware of the clinical clearance policies that allow me to attend clinical rotations.
10. _____ I am aware that if I do not complete clinical compliance requirements by the deadlines given to me then I will be dropped from all CLSC classes.
11. _____ I am aware that in the event that if I am injured during my clinical rotation that I am fully responsible for any medical treatment expenses.
12. _____ I am aware that I, not my preceptor or UTEP clinical coordinator, am responsible for organizing and directing my studies and all assignments associated with my clinical studies.
13. _____ I am aware of the policy I am to abide by when I am not able to attend preceptorship due to extenuating circumstances.
14. _____ I am aware that if I do not accept a clinical rotation schedule I will be dropped from the clinical preceptorship classes.
15. _____ I am aware that if I am sent "home" from my preceptorship, I am to provide evidence of completing LABCE on that day to the UTEP Clinical Coordinator.
16. _____ I have received my clinical rotation schedule for Fall 2020 and Spring 2021. I accept the schedule and am aware that my schedule may change due to circumstances at the clinical affiliate where I am conducting my clinical rotation(s).

Student Printed Name

Student signature

Date

Preceptorship Presentation Grading Rubric

Public Speaking and Oral Presentation Component

| | Emerging (0-12 points) | Developing (13-16 points) | Advanced (17-20 points) Advanced points given need to be explained in the score column | Score |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. Organization (20 points) | Ideas may not be focused or developed; the main purpose is not clear. The introduction is undeveloped. Main points are difficult to identify. Transitions may be needed. There is no conclusion or may not be clear the presentation has concluded. Conclusion does not tie back to the introduction. Audience cannot understand presentation because there is no sequence of information. | Main idea is evident, but the organizational structure may need to be strengthened; ideas may not clearly developed or always flow smoothly and the purpose is not clearly stated. The introduction may not be well developed. Main points are not clear. Transitions may be awkward. Supporting material may lack in development. The conclusion may need additional development. Audience has difficulty understanding the presentation because the sequence of information is unclear. | Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. The introduction gets the attention of the audience and clearly states the specific purpose of the speech. Main points are clear and organized effectively. The conclusion is satisfying and relates back to introduction. (If the purpose of the presentation is to persuade, there is a clear action step identified and an overt call to action.) | |
| 2. Topic Knowledge (20 points) | Student does not have grasp of information; student cannot answer questions about the subject. Few, if any, sources are cited. Citations are attributed incorrectly. Inaccurate, generalized, or inappropriate supporting material may be used. Over dependence on notes may be observed. | Student has a partial grasp of the information. Supporting material may lack in originality. Citations are generally introduced and attributed appropriately. Student is at ease with expected answers to all questions but fails to elaborate. Over dependence on notes may be observed. | Student has a clear grasp of information. Citations are introduced and attributed appropriately and accurately. Supporting material is original, logical and relevant. Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. Speaking outline or note cards are used for reference only. | |
| 3. Audience Adaptation (20 points) | The presenter is not able to keep the audience engaged. The verbal or nonverbal feedback from the audience may suggest a lack of interest or confusion. Topic selection does not relate to audience needs and interests. | The presenter is able to keep the audience engaged most of the time. When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas. Generally, the speaker demonstrates audience awareness through nonverbal and verbal behaviors. Topic selection and examples are somewhat appropriate for the audience, occasion, or setting. Some effort to make the material relevant to audience needs and interests. | The presenter is able to effectively keep the audience engaged. Material is modified or clarified as needed given audience verbal and nonverbal feedback. Nonverbal behaviors are used to keep the audience engaged. Delivery style is modified as needed. Topic selection and examples are interesting and relevant for the audience and occasion. | |
| 4. Language Use (Verbal Effectiveness) (20 points) | Language choices may be limited, peppered with slang or jargon, too complex, or too dull. Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used. | Language used is mostly respectful or inoffensive. Language is appropriate, but word choices are not particularly vivid or precise. | Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may “code-switch” (use a different language form) when appropriate. Language choices are vivid and precise. | |

| | | | | |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>5. Delivery (Nonverbal Effectiveness) (20 points)</p> | <p>The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive. The delivery may appear inconsistent with the message. Nonfluencies (“ums”) are used excessively. Articulation and pronunciation tend to be sloppy. Poise of composure is lost during any distractions. Audience members have difficulty hearing the presentation.</p> | <p>The delivery generally seems effective – however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message. The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience or occasion. Some use of nonfluencies are observed. Generally, articulation and pronunciation are clear. Most audience members can hear the presentation.</p> | <p>The delivery is extemporaneous -- natural, confident, and enhances the message – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate. The vocal tone, delivery style, and clothing are consistent with the message. Delivery style and clothing choices suggest an awareness of expectations and norms. Limited use of nonfluencies is observed. Articulation and pronunciation are clear. All audience members can hear the presentation.</p> | |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Date: _____

Name of Presenter _____

Topic: _____

Evaluator: _____

**The University of Texas at El Paso
College of Health Sciences
Clinical Laboratory Science Program**

**UTEP CLS Students:
UTEP CLS Student Laboratory and Clinical Rotations Hazard Communication, COVID-19 and Infectious Diseases Acknowledgment**

All students must sign the acknowledgment form confirming that they have reviewed the COVID-19 PowerPoint Presentation (on BlackBoard) and the CDC's website Information for Laboratories section including the Laboratories Biosafety guidelines. See the website below for more information:

<https://www.cdc.gov/coronavirus/2019-nCoV/lab/index.html>

This hazard communication is provided to all students that will be present in the UTEP CLS student laboratory and in rotations at clinical affiliate sites in order to inform them of the potential risks of exposure to infectious diseases that are associated with medical laboratory testing and the possibility of COVID 19 testing while rotating in clinical preceptorships.

I, the undersigned, have reviewed the above mentioned material and understand the material presented and risks associated with medical laboratory testing and possible COVID-19 testing during clinical rotations. I also understand the risks associated with UTEP CLS student laboratories, the safety rules and protocols to follow; that prescreening every time before entering the laboratory will take place, and that PPE use and disinfection of the area before and after the laboratory session is expected and required.

Student:

Name _____ Signature _____ Date _____

UTEP CLS Faculty:

Name _____ Signature _____ Date _____

