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

CLSC 4273
Clinical Education
Course Syllabus

Course Schedule: CLSC 4273 Clinical Education
Friday 10:00 A.M. – 12:00 A.M.
CHSC 135

Instructor: M. Lorraine Torres, Ed.D, MT(ASCP)
Office: College of Health Sciences (CHSSON) Room 423
Phone: 915 – 747-7282
Fax: 915 – 747-7207
e-mail: lorit@utep.edu

Office hours: MW 3:00 – 4:00, Friday 2:00 - 3:00 or by appointment

Course Description
This course will cover entry-level requirements and basic teaching techniques and principles considered necessary the professional clinical laboratory scientist. Topics to be covered include qualities of the instructor, the learning environment, and aspects of clinical education, and Healthy People 2020

Course Goal
The Clinical Laboratory Scientist serves in a teaching role in numerous instances. Some Clinical Laboratory Scientists have made teaching the major focus of their career in education programs or in clinical settings, while others are requested to provide lectures, demonstrations, or presentation. At the end of this course, the CLS student will gain the necessary skills needed for future educational roles.

Academic dishonesty
Absolute honesty and integrity are a critical aspect of your chosen profession. Confidentiality of patient information is another. These must be strictly observed. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable on whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.
STUDENTS WITH DISABILITIES
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 in retrospect.

Course Objectives*
Upon successful completion of this course, the student will be able to:

1. **Qualities of Instructor**
   1.1. Describe the characteristics and qualities of an effective instructor (Level 1)

2. **Education Principles**
   2.1. Define basic educational terms (Level 1)
   2.1.1. Competence or competency
   2.1.2. Behavioral objectives
   2.1.3. Curriculum as it applies to laboratory science programs
   2.1.4. Articulation as it applies to laboratory science programs
   2.1.5. Continuing education unit (CEU)
   2.2. Compare and contrast the following and give an example of each (Level 2)
   2.2.1. Accreditation
   2.2.2. Certification
   2.2.3. Licensure
   2.2.4. Registration
   2.3. Identify and compare the three domains of learning (Level 2)
   2.3.1. Cognitive
   2.3.2. Psychomotor
   2.3.3. Affective
   2.4. Summarize the content of the three modified/condensed taxonomy levels for the cognitive domain (Level 1)
   2.5. State the purposes and uses of behavioral objectives (Level 1)
   2.6. List the components of a well-written behavioral objective (Level 1)
   2.7. Give an example of an objective, identify the domain, and if in the cognitive domain, identify the correct taxonomic level (Level 2)
   2.8. Given an example of a learning activity and the educational level of the learner, construct objectives in the appropriate domain and at the appropriate taxonomic level (Level 3)
   2.9. Define and compare and contrast the use of the following category of evaluation instrument (Level 2)
   2.9.1. Criterion and norm referenced
   2.10. Summarize the positive and negative aspects of evaluation tools that are used for each domain (Level 1)
   2.11. Given an example of a behavioral objective, construct an appropriate test item or evaluation instrument (Level 3)
2.12. Analyze multiple choice questions to evaluate whether each item follows established guidelines and correct those that do not follow the guidelines (Level 3)
2.13. Construct multiple choice questions demonstrating a variety of taxonomic levels (Level 2)
2.14. When given examples, correlate various behavioral objectives (Level 2)
2.15. Compare instructional methods; include the use of each method together with positive and negative aspects of each (Level 2)
   2.15.1. Lecture
   2.15.2. Discussion/tutorial
   2.15.3. Demonstration
   2.15.4. Simulation/role playing/practice
   2.15.5. Individualized/self instruction/computer instructional unit
   2.15.6. Problem-based learning
   2.15.7. Cooperative learning

3. Learning Environment
   3.1. Summarize briefly the use of instructional technology in the delivery of educational content (Level 1)
      3.1.1. Audio-visual programs
      3.1.2. Computer assisted programs
      3.1.3. Internet
      3.1.4. Distance learning methods

4. Clinical Education
   4.1. Identify at least three elements necessary to create an effective environment for clinical education (Level 1)
   4.2. Discuss the relationship of clinical methods as related to theoretical knowledge (Level 1)
   4.3. Identify the legal requirement regarding storage of student records (Level 1)
   4.4. Summarize the rights of students in relation to their records (Level 1)
   4.5. Prepare and present in-service programs for patients and healthcare teams (Level 3)
   4.6. Prepare and present teaching units for healthcare students, including colleagues (Level 3)
   4.7. Identify at least three components of the Americans with Disabilities Act (ADA) as they relate to clinical education (Level 1)

TEXTBOOK – NONE

EXAMINATIONS:
Three exams and a comprehensive final will be given. Exams are worth 30% of the total grade and the final is worth 20%. No make-up exams will be given. If an exam is missed (0%) the final grade will be based on the average of 3 exams. None of the test grades will be dropped.
GRADING SCALE:  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Final Grade Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90%</td>
<td>Exams 30%</td>
</tr>
<tr>
<td>B</td>
<td>89 - 80%</td>
<td>homework 10%</td>
</tr>
<tr>
<td>C</td>
<td>79 - 75 %</td>
<td>Capstone Project 30%</td>
</tr>
<tr>
<td>D</td>
<td>74.9 - 70%</td>
<td>Final 20%</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
<td>Class attendance 10%</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL STRATEGIES:
All exams and homework will be taken and or uploaded in the assessments and assignments folder found on the Blackboard website. In order to be successful in this class, please follow the “What Do I Do” instructions on the next page. After completing three weeks of educational instruction and following the “Requirements for Education Instructional Project”, the student will present a 50-minute educational instructional unit. The student will choose the venue and topic (upon instructor’s approval). During the first day of class the student will inform the instructor of the date and venue of the educational unit at which time the instructor will evaluate the student. The student evaluation rubric can be found at the end of the syllabus.

Requirements for Education Instructional Project (Capstone Project)
Before the student presents their instructional unit, they must present to the instructor with the following documents.

1. Must state Goals of instructional unit
2. Must state at least 9 objective of the instructional unit. You must include the objectives at all three domains of learning and all three taxonomy levels for the cognitive domains. (You need to include psychomotor even if you do not plan to do a hands on exercise).
3. Must include a rationale for your choice of learning activity.
4. Must include an examination, at least 25 questions, using different methods, i.e. multiple choice, true/false, matching, etc. and written to match your objectives and written at different taxonomy levels.
5. You must include a Blue Print of the exam.
6. You will be evaluated by your students and the course instructor.

This is 30% of your Final Grade for the course, CLSC 4273
What Do I Do?

1. For each week start by viewing the power point presentation.

2. Download the notes provided and go back to the power point presentation. Now read the notes and power points together.

3. Complete the homework found in the assignments file and upload your completed work. Please save all your work (pdf or docx)! There will be no excuses that you lost your work or a virus ate it or I could not upload it.

4. Open the Quiz File and take the test for the week. Remember that these quizzes are timed and will be closed by Friday midnight.

Go on to the next week until all Exams are completed.

See Requirements for Instructional project for details.

Present an Instructional Unit, to include
- Goals & objectives
- Outlines
- Rationale for choice of learning
### Tentative Schedule – subject to change

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| August 31 | • Course Overview & what is expected for Capstone  
• Introduction  
• Goals and Objectives        |                                                      |
| September 7 | • Learning Activities  
• Test Development         | Topic for Capstone Project & Goals and objective of Capstone project  
Exam 1 and HW due          |
| September 14 | • Evaluating Performance  
• Continuing Education    | Learning Objectives and Preliminary Outline for Capstone project  
Exam 2 and HW            |
| September 21 | I will be out of Town – no class                        | Test Blueprint for Capstone Project due  
Exam 3 and HW          |
| September 28 |                                                                 |                                                      |
| October 5 |                                                                 |                                                      |
| October 12 |                                                                 |                                                      |
| October 19 |                                                                 |                                                      |
| October 26 |                                                                 |                                                      |
| November 2 |                                                                 |                                                      |
| November 9 |                                                                 |                                                      |
| November 16 |                                                                 |                                                      |
| November 23 |                                                                 |                                                      |
| November 30 |                                                                 |                                                      |
| December 7 |                                                                 |                                                      |
| Dec 9 - 15 |                                                                 | On-line Final                                       |
|           |                                                                 |                                                      |

### Presentation opportunity:
Dr. Dominguez is organizing Antibiotic Resistance Week activities. Some of the activities will be presenting to high schools and middle schools. The dates will be Nov 12 – 16th. Please contact Dr. Dominguez if you are interested in presenting during this event.

### Where can I present? Here are some examples
Going to your high school and presenting on the UTEP CLS program. Presenting at a library about a topic of Health interest, Presenting at your clinical site, presenting at a community center, etc. and of course, in class.
**CAPSTONE PROJECT RUBRIC**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>% of Total Grade</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stated Goals (2 minimum) of instructional unit</td>
<td>5%</td>
<td>5 points maximum</td>
<td></td>
</tr>
<tr>
<td>State 9 objectives of the instructional unit (3 Cognitive, 3 Affective, and 3 psychomotor). Objectives must be written in the 3 taxonomic levels.</td>
<td>10%</td>
<td>10 points maximum</td>
<td></td>
</tr>
<tr>
<td>Included a rationale for choice of learning activity</td>
<td>3%</td>
<td>3 points maximum</td>
<td></td>
</tr>
<tr>
<td>Include a Blue Print of the exam.</td>
<td>10%</td>
<td>10 points maximum</td>
<td></td>
</tr>
<tr>
<td>Included an examination, at least 25 questions, using different methods, i.e. multiple choice, true/false, matching, etc. and written to match your objectives and written at different taxonomy levels.</td>
<td>20%</td>
<td>20 points maximum</td>
<td></td>
</tr>
<tr>
<td>Evaluation Grade from evaluation rubric</td>
<td>52%</td>
<td>(Points from rubric X 52%)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS**
## CLS 4273 Oral Presentation Rubric

Presenter’s Name________________________  Date__________  

**TOTAL SCORE____________**

A total score of 90 or above MUST be justified under the comments section below.

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Intermediate</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Volume</strong></td>
<td>Presenter is easy to hear.</td>
<td>Audience is able to hear as a whole, but there are times when volume is not quite adequate.</td>
<td>Presenter is difficult to hear.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Rates</strong></td>
<td>Rates of speech are appropriate.</td>
<td>Speaker may at times seem like s/he is rushing or exaggerating pauses.</td>
<td>The rates of speaking are too slow or too fast.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Speaker makes eye contact with everyone and has no nervous habits. Speaker has excellent posture.</td>
<td>Eye contact may focus on only one member of the audience or a select few members. Mildly distracting nervous habits are present but do not override the content.</td>
<td>Very little eye contact is made with the audience. It may sound like the speaker is reading the presentation. Nervous habits that distract the audience are present.</td>
</tr>
<tr>
<td><strong>Mannerisms</strong></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Presentation involves audience, allowing time for audience to think and respond.</td>
<td>Audience is involved but inadequate processing or response time is provided.</td>
<td>Speaker does not involve audience.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Presentation is well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions.</td>
<td>Speaker loses train of thought, does not stay with the proposed outline, or connections are attempted but not made clear for the audience.</td>
<td>Presentation shows little organization, unclear purpose, and/or unclear relationships or transitions.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Information is complete and accurate. Clear evidence of research.</td>
<td>Research component is less evident than in distinguished category or resources are present but less than adequate for assignment.</td>
<td>Details and examples are lacking or not well chosen for the topic or audience. Lacks evidence of research.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td><strong>Visual Aids/Handouts</strong></td>
<td>Visual aids are well done and are used to make presentation more interesting and meaningful.</td>
<td>Visuals are adequate but do not inspire engagement with the material.</td>
<td>Very little or poor use of visual materials. No handouts provided.</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td><strong>Timing / Summary</strong></td>
<td>Appropriate length. Clear summary is provided. Audience is involved in synthesizing the information. Speaker handled questions well and did not bluff.</td>
<td>Time is appropriately used, but may run slightly over or under allotted time and/or information is not tied together or conclusion is inadequate.</td>
<td>Presentation lacks conclusion and/or time is not appropriately used. Speaker could not answer questions and/or bluffing.</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

**Comments:** How can the speaker improve his/her future presentations? If the total score is 90 or above you must justify the score here. Use the back of this sheet for your comments if necessary.